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# LANGUAGE AND CIVIL SOCIETY E-JOURNAL

## BUSINESS ETHICS

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### PREFACE

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This volume in the *English Teaching Forum's* electronic journal *Language and Civil Society* is devoted to Business Ethics.

Some business practices traverse national and cultural boundaries. Others do not. In this volume, we will begin with a primary emphasis on business ethics as it relates to human rights, fairness, and justice.

With a content-based language teaching approach, the materials presented in this volume will help English language teachers around the world who want to teach English for business ethics.

The volume contains ten chapters. The chapters provide teachers summaries of information on business ethics and materials for use in classes and tutorials. Each chapter contains the following critical elements: accurate and helpful information about business ethics, useful activities (with handouts, overhead transparencies, and readings), a list of resources (on-line and others) to assist teachers, and finally, references for the information and materials used in the chapter.

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Liz England is Professor and Chair of TESOL, School of Education and Human Development, Shenandoah University, Winchester, Virginia, United States. She has published books and articles on a variety of topics, including English for Specific Purposes (ESP) with an emphasis on English for business and ESP teacher education. She has provided teacher education courses and workshops for teachers and graduate students in both on line and face-to-face delivery settings. She has managed a national curriculum revision project and several university-based curriculum revision (including administration, curriculum, assessment, accreditation and teacher education) projects for ESL, EFL and TESOL. She supervised teachers of English and Arabic at the American University in Cairo, Egypt, as well as at the Hong Kong Institute for Education. Currently, she leads an online program in TESOL offering courses leading to Master's and certificates in TESOL. Her short-term training projects are sponsored by United States Department of State (English Language Programs Office), ministries of education, universities, and Teachers of English to Speakers of Other Languages (TESOL) international and TESOL affiliates worldwide.

In addition to workshops in the United States (District of Columbia, Illinois, Maryland, Michigan and Virginia), here is a full list of countries in which Dr. England has done teacher education workshops and short-term consultancies: Afghanistan, Chile, Czech Republic, Dominican Republic, Egypt, Germany, Hong Kong, India, Israel, Japan, Jordan, Macau, Mexico, Occupied Territories-Palestine, Oman, Pakistan, Russia, Saudi Arabia, Senegal, Syria, Thailand, United Arab Emirates and Venezuela.

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# CHAPTER 1

## PRINCIPLES OF BUSINESS ETHICS

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Ethics form the foundation for international economic activities. Ethical guidelines are essential in making business decisions. Business professionals have responsibilities to make decisions based upon ethical principles. In the 21<sup>st</sup> century, the role of ethics in international business transactions and interactions will receive more attention.

Materials in this volume will help teachers and students to learn about, explore, and discuss ethics and ethical issues in international business.

*Principles of Business Ethics* is the theme of this chapter in the Business Ethics volume. The theme is of interest to learners and teachers of English around the world. The focus of these lessons is on the development of language skills needed to think, discuss, and write about business ethics. The students' skills will improve as interest and personal involvement in the materials and the topic increases.



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### BACKGROUND INFORMATION

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Why discuss international business ethics? According to Donaldson, societies can and do have the right to expect business to function ethically. People in every country in the world make an agreement with business to carry out the necessary work to provide goods and services to society: "All productive organizations can be viewed as engaging in an implied contract with society." "Corporations must have bestowed upon them by society.... authority to own and use land and natural resources. In return, society has the right to expect that productive organizations will enhance the general interests of consumers and employees. Society may also expect that corporations honor existing rights and limit their activities to accord with the bounds of justice" (1989, p. 6).

So, under this 'social contract' between society and business, what rules guide business? What are the minimal duties of business professionals? Should an international code of business ethics be adopted? If so, what should such a code contain?

Most companies have a Code of Conduct that guides workplace behaviors. A Code of Conduct is a description of what practices are expected of employees in the company. If employees follow the rules of the Code of Conduct, they succeed in their jobs; if employees violate the Code of Conduct, they may lose their jobs.

More and more companies conduct international transactions as a part of their daily operations. International situations are particularly prone to 'gray areas' because norms and practices that guide

ethical behaviors vary across cultures. The ethical decision about what to do in some international business situations is not always clear. Sometimes, a decision about ethics is not 'black or white,' but is in the 'gray area'. In this chapter, a description of a dilemma that requires discussion about international business ethics is presented.



Most experts in international business ethics agree that an international code of ethical practice, and not a code based on each individual culture's unique norms and practices, is essential to global economic survival in the 21<sup>st</sup> century.

Experts have created a list of principles to guide international business ethics. These principles are summarized here:

### **Principles of International Business Ethics <sup>1</sup>**

1. **Integration**– Business ethics must permeate all aspects of organizational culture and be reflected in key management systems. Companies start by integrating ethics into goal setting and hiring practices. When promoting workers to higher levels within the company, ethical principles guide incentive programs.
2. **Implementation**– Ethical conduct is not just an idea, but requires the implementation of a plan of change in specific areas of work in the company. Some examples are efforts to modify personnel appraisal processes, promotion of improved environmental practices, and referrals to specialists, when needed.
3. **Internationalization**– Increased internationalization is necessary to all successful business in the 21<sup>st</sup> century. Internationalization is achieved through the formation of international partnerships, trading blocs, and implementation of GATT and other free trade agreements. Clarification of an organization's own definition of integrity that transcends national borders is necessary. A resulting program is not culturally defined and requires little or no modification when applied in global contexts.



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## CLASSROOM APPLICATIONS

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Language classes are places in which interesting activities and discussions can lead to better understanding of ethics in business. In order to understand the importance of principles in business ethics, students work together using materials that are valuable for learning and interesting.



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<sup>1</sup> Adapted from the *International Business Ethics Institute* and the *Caux Roundtable on Moral Capitalism at Work*

## PRELIMINARY LESSON PLANNING

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### *Materials:*

- Prepare copies of these for all students: [Principles of International Business Ethics](#) and
- [Case Study](#)
- newsprint, poster board or other large paper
- markers

### *Learning Groups:*

Though individualized assignments and tasks can be effective learning contexts, research shows that classroom interaction on topics of high interest results in more learning and a better understanding of the content. The teacher makes decisions about how to best organize the learning experiences for students in the classroom.

Student groups are important for classroom learning. Students may be grouped in pairs, small groups (4-6 students per group), half-class or whole class. Teachers may allow students to group themselves, or teachers can arrange the groups. Whatever the grouping scheme, how students interact – with whom, on what topics, and for how long – is an important aspect in planning a lesson. Variety of experiences is the key to effective learning in the classroom acquisition of language.

### *Vocabulary and Grammar:*

Review readings and determine vocabulary and grammar points to be addressed. See [Appendix A](#) for a sample grammar review.



## WARM UP ACTIVITY

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**(approximately 15-20 minutes)**

### *Goals:*

- To involve students in the topic
- To teach new vocabulary
- To gain background information on the topic
- To create an atmosphere of trust to discuss a sensitive and very important topic

### *Procedures:*

1. Warm up for Activity #1: Write a Code of Conduct for your school or company.
2. Tell students that today's lesson will be on the general topic of Business Ethics, with the focus on Principles of Business Ethics. Tell students that when they have finished the lesson, they will have done the following:
  - a. discussed and written a little on this topic

- b. learned information on the topic that they did not previously have
3. Write on the blackboard "Principles of International Business Ethics."  
Ask students to share what they understand about Principles of International Business Ethics. A pair of students (or the teacher, if necessary) records student responses on an overhead, blackboard or flip chart. Retain this record of student responses for later use (Step 5 and afterward)
4. Teacher summarizes student responses focusing on key words used in the recording of those responses on overhead, blackboard or flip chart.  
(Note: If proficiency and confidence and trust are high, a student might be asked to volunteer to do the summary. Choose a different student from those who may have earlier recorded student responses.)
5. Have students complete [Handout #1: Self Assessment on International Business Ethics](#). Discuss their responses. Listen to what students say to get a sense of what they understand and know about this topic. Reminder: This is a warm up. However, [Handout #1](#) can be used for a [lesson extension](#) if the teacher so desires.
6. Transition from Warm up to Activity #1 – Now, tell students that they will address the topic of the day – to learn about Principles of International Business Ethics.



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## ACTIVITY #1 – WRITE A CODE OF CONDUCT

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**(approximately 40-45 minutes)**

*Goals:*

- To use English in meaningful ways
- To introduce Principles of International Business Ethics
- To provide meaningful contexts for using new vocabulary and (often somewhat under-used) grammatical structures

*Procedures:*

1. Have students read the [Principles of International Business Ethics](#).
2. Have each student or group of students select one principle to describe in a paraphrase. Then, have students think of an example of a situation where this principle might apply. For example, students choose integration as the principle to discuss. A paraphrase of **Integration** might be this: A code of conduct must be obvious in all aspects of business operations. For example: When a candidate is interviewed for a job, the interviewer refers to ways in which the position requires ethical behavior, as defined by the Code of Conduct. Or, when goals are set for the year, the company vice-president outlines how goals might conflict with the company code of conduct and ways of avoiding those conflicts.

3. Present an introduction to the activity. Say "Now, we see the role and importance of ethical behavior in international business. A "Code of Conduct" is a starting point for building a plan for ethical behaviors in a business. In the next activity, we are going to work in groups to develop a Code of Conduct. Each group's Code must adhere as much as possible to the three "Principles of International Business Ethics." (10 minutes).
4. In each group, there are two Scribes (they write down the comments made in the group discussion), a Coordinator (this person assures that the discussion stays on the topic and that all participants have their views heard) and two Proofreaders (these individuals are responsible for the final draft that will be shared with the class later on). Note: This scheme can be adjusted, depending on the size and needs of the group. However, for maximum effectiveness, all students should be assigned a role for this activity.
5. In each group, ask students to please follow these steps (15-20 minutes):
  - a. Read through and make sure you understand the Principles. Ask the teacher if you need more information or clarification.
  - b. Review sample **Codes of Ethics** or **Codes of Conduct** from several professional groups at this web site:  
<http://www.ethicsweb.ca/resources/professional/index.html>
  - c. Now, write a Code of Conduct for your school or company. Use the format provided in [Handout #2](#). The Coordinator generates ideas; and the Scribes write the list on a large piece of newsprint, poster board or other large paper (preferably, with wide markers).
  - d. The Proofreader checks the Code and is responsible for finding mechanical (spelling, grammar, capitalization and formatting) errors. Note: See [Appendix A](#) for a brief grammar review.
6. Tape each group's Code of Conduct to the blackboard (5 minutes)
7. Invite the class to read through each Code. Encourage students to discuss their Codes with each other as they walk around the room reading each group's Code: Explain the rationale, and describe how each principle is represented in the Code. (15 minutes)
8. Finally, the teacher gives feedback on the Code, referring specifically to the mechanics (see the grammar section in [Appendix A](#) for specific points on which to provide feedback) and the content. (Focus here is on how and to what extent that students' Codes of Conduct address the Principles of International Business Ethics).

*Note: Step 7 (above) represents the feedback/assessment part of the activity, and is critical to providing the teacher with data on the extent to which students have achieved the objective(s) of a lesson. Alternative feedback/assessment tools might be considered. Step 7 is one option.*



## ACTIVITY #2 - READ AND EVALUATE THE CASE STUDY

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(Approximately 20-30 minutes)

### Goals

- To use English correctly in meaningful ways
- To describe gift-giving practices and the ethical implications of those in international business settings
- To improve vocabulary skills
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### Procedures:

1. Warm up for Activity #2: Discuss gift-giving practices, since those are carried out in the students' work or school environment.
2. Teacher describes a gift-giving or gift-receiving experience he/she has had. Then, the teacher solicits ideas from the students. For example, the teacher asks: "What are the appropriate gifts for teachers in your school/ employees in your company?" Generate a class discussion on this topic. Get students to talk about this, without making judging comments.
3. Ask students to complete the [Questionnaire on Ethics of Gift Giving](#) (Handout #3).
4. Tell students that they will read through a description of a real-life situation in which gift giving is the subject of ethical judgment.
5. Do a round robin reading of the [Case Study \(Appendix B\)](#).  
Note: In a round robin reading, each student has a copy of the text and reads one paragraph followed by the next student reading the next paragraph, until all students have had the opportunity to read once. Teacher correction here is on reading comprehension.
6. Now, check for understanding. Make sure that students understand the short [Case Study](#). See [Handout #4](#) for a list of questions for students to answer (either in pairs, groups or individually). Give instructions for multiple choice and reading comprehension assessment. Ask students to read the questions first and then to re-read the passage.
7. Solicit responses from students using their answers to the comprehension questions. Then, provide correct answers. Make certain students understand the [case study](#).  
Note: If students do not seem to need the comprehension 'test,' omit [Handout #4](#) and go on.
8. Now, do [Handout #3](#): Questionnaire on the Ethics of Gift Giving. Ask students to discover their own and others' attitudes towards gift giving.  
Note: Teacher may or may not wish to summarize student responses to the Questionnaire at this point.
9. Write a Code of Conduct for International Gift Giving for the class. Include a list of rules for gift giving based on the [Principles](#) and addressing the topic as it relates to the academic and/or professional contexts of students in the class.

## COOL DOWN ACTIVITY

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**(Approximately 10-15 minutes)**

*Goals:*

- To build on an atmosphere of trust and respect for others' ideas
- To close the lesson

*Procedures:*

1. Summarize what we have done. Be certain to include another verbal listing of the [Principles of International Business Ethics](#).
2. Ask students to choose one of the Principles and discuss a way in which he/she might address it in his/her work/school life.
3. Ask why gift giving is an important subject for international business professionals to address.
4. Finally, ask students to say what they would like to know more about concerning international business ethics.



## LESSON EXTENSIONS

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*Ways of Expanding on Activity #1:*

Teachers might want to expand on this activity by asking students to share their Codes with others (outside the class). This can be done by encouraging students to engage in authentic electronic exchanges. Try these web sites for starters:

<http://eslcafe.com>

*Dave's ESL Café*

<http://onlineethics.org/>

*Online Ethics Center for Engineering and Science*

Students can write comments to the web site owners and ask for responses. Note: Students are very likely to receive responses! Possibilities abound for extending these electronic interchanges between your students and website owners!

*Possible Ways of Expanding Activity #2:*

Students might use the questions in [Handouts #1](#) and [#3](#) to conduct a survey of 20 or more individuals in the community. Tally the results and create a graph and interpret it.

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## INTERNET RESOURCES

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The Internet resources listed below provide useful information to those wishing to know more about whistleblowing. The sites marked with an asterisk (\*) point visitors to other web sites on the same topic.

- <http://www.whistleblowing.org>  
*Blowing the Whistle*  
This site is the only electronic communication tool by and for those who are actual whistleblowers. Staffed by a father and son team of whistleblowers (one in industry, the other in government), this site will generate good class discussion on the world of whistleblowing from the real-world experiences of two whistleblowers.
- <http://www.pbs.org/wgbh/pages/frontline/smoke/index.html>  
*Smoke in the Eye*  
An interview with executives in the tobacco industry, this report provides a model for strategies used by businesses to protect their own interests with the public and on camera. Interested students can use this material for several possible classroom activities (and tasks outside the classroom). For example, students might identify strategies these executives use and may present either a model for executives in a local company under suspicion for ethics violations, or students might provide a list of interview questions for an interview with an executive from a local company or government agency.
- <http://www.whistleblower.org/>  
*Government Accountability Project*  
In 1977 the non-profit Government Accountability Project was created to help whistleblowers. The site has specific examples of whistleblowing, which can be used as discussion topics, and provides links to other whistleblowing sites.



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## APPENDIX A

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### Grammar Overview –Some Useful Rules and Ways of Using Them to Discuss International Business Ethics

**The grammar rules that appear below may be of help to students and teachers in identifying areas of accuracy in grammar usage. Other grammar rules will be presented in later chapters.**

#### Grammar Point #1:

**Example Sentence from the text: See page 2: "If employees follow the rules of the Code of Conduct, they succeed in their jobs; if employees violate the Code of Conduct, they may lose their jobs."**

**This sentence is a good example of the use of the hypothetical conditional. We use this form frequently.**

**Rule: Use an *if* clause to introduce the topic. After that, it is not necessary to repeat the *if* clause in every sentence. It sounds unnatural to keep repeating *if*.**

#### Grammar Point #2:

**Example Sentence from the web text: See page 3: "Ethical conduct is not just 'an idea,' but requires the implementation of a plan of change in specific areas of work in the company."**

**This sentence demonstrates the use of articles in describing a rule or principle. Notice the use of *an*, *the* and *a*. We use definite articles (*the*) to refer to what we have previously described and indefinite articles (*a*, *an*) to refer to ideas we want to introduce.**

[\(Back to Classroom Applications\)](#)

[\(Back to Activity #1\)](#)



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## APPENDIX B

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### Case Study

Grady is the president of an engineering firm. The firm is negotiating a contract in another country. The engineering firm has not previously worked in this country. A high-ranking official in this country tells Grady that it is an established and legal custom to give personal gifts to officials who are authorized to award contracts. This official also informs Grady that no further work will be awarded to Grady's firm without such gifts. However, this condition will not be included in the contract. If Grady does not comply, the government will also be less cooperative in the completion of the first contract. Grady learns that other firms have given such gifts to officials.

**Adapted from NSPE Case and BER Judgment, summarized at <http://temp.onlineethics.org/cases/nspe/index.html>**

[\(Back to Classroom Activity #2\)](#)



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## HANDOUT #1

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### Handout #1: A Self Assessment On International Business Ethics

**SA = Strongly Agree**  
**A = Agree**  
**NS = Not Sure**  
**D = Disagree**  
**SD = Strongly Disagree**

1. \_\_\_ It is better to avoid conducting business outside one's own country because of the complexities that occur across national borders.
2. \_\_\_ Ethics is a philosophical issue, not a business issue.
3. \_\_\_ In business, keeping a code of ethics is like keeping wedding vows.
4. \_\_\_ It's better not to think about ethics when you are making a business deal.
5. \_\_\_ International business ethics is important to me.

[\(Back to Warm-Up to Activity #1\)](#)

[\(Back to Possible Extensions to Activity #2\)](#)





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## HANDOUT #3

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### Handout #3: Questionnaire on the Ethics of Gift Giving Practices

*Answer the following questions by yourself; then discuss them with your teacher or a partner.*

**SA = Strongly Agree**

**A = Agree**

**NS = Not Sure**

**D = Disagree**

**SD = Strongly Disagree**

1. \_\_\_ There should be no international code of ethics on gift giving.
2. \_\_\_ Decisions about gift giving are best left to individual businesses.
3. \_\_\_ I prefer to have rules about gift giving provided for my use in international business.
4. \_\_\_ All businesses should be required to follow rules of ethical gift giving behavior.
5. \_\_\_ Business professionals in individual countries should not be required to adhere to international rules on gift giving.

[\(Back to Activity #2\)](#)

[\(Back to Extensions\)](#)

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## HANDOUT #4

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### Handout #4: Comprehension Questions for use with Case Study

*Circle the correct answer to each question:*

1. What happened to Grady?
  - A. He was told to give a gift to an official.
  - B. His wallet was stolen.
  - C. The president of the company wanted a gift.
  - D. He found out it was illegal to give gifts.
2. What did the official say?
  - A. Give a gift to the president.
  - B. Give a gift to an official.
  - C. Ask for payment when closing the deal.
  - D. Bring a gift to a dinner with executives.
3. According to the official, gift giving was considered
  - A. Ethical, but rarely done.
  - B. Commonplace, but unethical.
  - C. Polite, but not required.
  - D. A matter of choice.

[\(Back to Activity #2\)](#)



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## CHAPTER 2

# ETHICS AT WORK - LEADERSHIP AND INTEGRITY

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In the workplace, we are faced daily with the responsibility of making decisions. How do we respond when someone speaks to us? How do we decide what to do first when the boss gives us an assignment? Companies and institutions hire leaders with **integrity** and **expertise**. Those leaders have a responsibility to the people who work for them and to society, in general, to provide employees with guidelines for making ethical decisions.

Ethics at work - Leadership and Integrity is the theme of the second chapter of the Business Ethics volume. Ethics and ways in which leaders apply ethical standards in work settings is of concern and important to all. Lessons are presented and suggestions for ways of expanding on the lessons will guide teachers and students and may encourage teachers to pursue longer, more in-depth lessons. Appendix III contains a list of Important Terms that will be useful when discussing, reading and writing about the topic.



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### BACKGROUND INFORMATION

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If you watch television and movies and read newspapers, you may believe that all business leaders lie and cheat, want to destroy the environment, make any **compromise** for financial gain, and risk the lives and health of their employees and the public to make money. Front page news reports of airplane crashes, injury and illness, illegal stock market trading, and **sweatshops** make business professionals appear to be greedy, selfish, money-hungry villains.

According to E. Marie Bothe, president of Wetherill, even small lies and infractions of ethics are unacceptable. "Operating from honesty, truth, fairness and integrity is the only way to truly succeed."

How do corporate and institutional leaders decide what is the best decision? How do employees learn to behave and work in an ethical way? The best way to make a decision, then, is to think of results: What is the best way to achieve several goals? Once that question is answered, the ethical decision is made.

## How Ethical Decisions Are Made

Ethical decisions are made by business leaders based on these considerations:

1. How can employees feel fulfilled professionally?
2. How can customers be satisfied?
3. How can profit be assured for **stakeholders** or shareholders?
4. How can the community be served?

Many pressures affect business leaders. Ethical considerations are sometimes difficult for business leaders when they must choose among different **priorities**. Making decisions based on the needs of employees, customers, stakeholders and the community requires a good leader. What do good leaders do in order to achieve ethical standards?

### Laws

First, there are laws that guide business leaders. Breaking laws can lead to arrest and imprisonment. For example, one company's sales manager decided to discount prices of outdated fruit. In the end, some children who ate the fruit got very sick with **hepatitis A**. The disease was traced to the company's outdated fruit. Several of the company's leaders were indicted on criminal charges. Today, the company no longer exists.

### Individual Ethics

Laws are not always enough to assure ethical behaviors. Individual leaders and their decision-making behaviors (ethical or unethical) set examples for employees. In the United States, anonymous manager surveys show that 30% of managers admit that they have sent in inaccurate reports. Clearly, there is a need to think about and work on developing ethical decision making skills for managers.

### On-the-Job Ethical Conflicts

Four ethical conflicts confront leaders in business:

1. Conflict of Interest - A leader achieves personal gain from a decision he/she makes)
2. Loyalty versus truth - A leader must decide between loyalty to the company and truthfulness in business relationships
3. Honesty and integrity - A leader must decide if he/she will be honest or lie; if he/she will take responsibility for decisions and actions or blame someone else?
4. Whistleblowing - Does the leader tell others (media or government authorities) about the unethical behavior of the company or institution?



## CLASSROOM APPLICATIONS

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- Identify examples from your own experience of each of the following and share with a classmate or colleague. Notice how your experiences are similar and different:
  - Conflict of interest
  - Loyalty versus truth
  - Honesty versus integrity
    - Whistleblowing

In the lessons that follow, students will be asked to think about ethical issues. Teachers, sensitive to the context in which the students work and live, will guide the discussions and use the activities, materials, and websites, as well as other materials.

Guidance from teachers is key in any lesson where students are learning new, interesting, and at times, sensitive information. These lessons are a starting point for teaching about business ethics. Teachers may want to take these ideas and use them to develop other lessons.



## PRELIMINARY LESSON PLANNING

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### *Materials:*

- Prepare and duplicate copies of the chart entitled "Ethical Dilemmas at Work." A sample is attached as [Appendix A](#).

*Note:* This activity will be most effective if completed based on the students' own experiences with ethical decision making and not based on other people's experiences.

- Prepare a set of "Ethical Dilemmas at Work." A set of 4-5 can be found as a sample set in [Appendix B](#). Duplicate one for each student or pair of students.
- Print out a set of Key Terms from [Appendix C](#) for each student.

### *Vocabulary and Grammar:*

- Before starting the lesson, consider what vocabulary and grammar points students will need to review in order to complete the lesson successfully. Start with vocabulary and grammar points that they already know, and then move to those with which they may not be confident and/or familiar.



## WARM UP ACTIVITY

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**(Approximately 15-20 minutes)**

*Objectives:*

- To activate student interest and background knowledge in the topic of ethical decision-making at work
- To introduce new vocabulary and grammar that will assist them in reading about and discussing the topic
- To build trust and confidence in addressing a topic of high importance; this is perhaps new to some students.

*Procedures:*

1. Write (or have a student write) on the blackboard: Ethical Decisions at Work.  
Ask individual students to define each word in the phrase.  
Summarize all student-generated definitions into a coherent single definition of the concept, Ethical Decisions at Work. Here, the focus is on generating student motivation in the topic, and less on creating a highly technical definition. The teacher's role is to provide guidance and to generate enthusiasm and creativity.
2. Tell students that this is the topic for today's lesson. Tell them that at the end of the lesson they will understand, be able to discuss, and be able to read about this topic with more confidence and knowledge.
3. Ask students to think of an ethical decision that they or a family member had to make at work. If students do not work, ask them to think of an ethical decision that they had to make at school or at home. Tell them, "Ethics are everywhere! Today, we will be talking about work-related business ethics."
4. Encourage students to share their stories. Some students may be willing to tell their stories about ethical dilemmas that they, their parents, co-workers, or friends have had to make. The goal here is to encourage students to talk about real-life ethical dilemmas in their lives. The teacher's role is to support as much student input as possible while noting specific stories and ideas for later discussion or writing.



## ACTIVITY #1: SUMMARY WRITING

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**(approximately 20-30 minutes)**

**Note: Timing will depend in part on needs, proficiency and level of interest of students.**

*Goals:*

- To have students learn or review and use key vocabulary and grammar associated with the lesson
- To provide opportunities for discussion of the topic

*Procedures:*

1. Distribute the [Background Information](#) from this lesson. Make sure that all students have a copy.
2. Create eight work groups (2-4 students is optimal; no more than 5 students per group). Ask each of the groups to read and summarize one of the eight paragraphs. For example, one group will read and summarize the first paragraph; the second group, the second paragraph, and so on. Tell students that each summary should be a paragraph of 10-15 words. Then, ask for two or three students to write the individual summaries on the blackboard.
3. Once students have completed the summaries on the blackboard, the teacher summarizes and corrects (as needed).  
Note: Teachers should consider focusing on either accuracy or fluency. Remind students (before they start work) what the focus of the lesson will be, for example, using passive voice, or emphasizing detail.
4. The teacher solicits questions from the whole class. Students comment on the content of the summaries and raise questions.
5. The teacher asks for students' reactions to the reading and asks them to consider the ideas presented in terms of their own experiences at work. Here, the teacher may want to refer to student-generated examples of ethical dilemmas raised in the [Warm-up Activity, Step #5](#).



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## ACTIVITY #2: LEARNING ABOUT ETHICS AT WORK

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**(Approximately 15-30 minutes)**

**(See note above on timing and proficiency level.)**

*Goals*

- To have students work directly with the material presented on ethics at work
- To practice vocabulary and grammar
- To practice discussing and writing about the topic

*Procedures:*

1. Divide students into pairs.  
*Note:* Student groupings have a significant impact on learning. It is recommended that the teacher assign students into pairs in an effort to maximize effective and enthusiastic discussions and writing on this topic.
2. Distribute the "Ethical Dilemmas at Work" chart [[Appendix A](#)]. Assure that each pair is given one chart. Make sure students understand the words at the top of each of the three columns on the chart.
3. Instruct students to fill out the chart (in their pairs) following these steps:
  - A. Tell your partner about an ethical dilemma you had at work, home or school. The partner asks questions about the details and writes down a brief description of the first ethical dilemma on the chart.
  - B. Pairs of students then reverse roles - the partner tells the first student a second ethical dilemma. The first student writes down a summary description of the second ethical

dilemma. Students produce a list of four to six ethical dilemmas at work. The first column of the chart is now complete.

- C. In the middle section, "Conflict," students use the same procedures as described in steps A and B. This time, they identify one from the list: "Four ethical conflicts confront leaders in business." (See [Background section.](#)) Students write down one of these four choices for each of their ethical dilemmas at work jotted down in the first column: Conflict of Interest, Loyalty versus Truth; Honesty and Integrity; or Whistleblowing. Students are likely to want to discuss these four in pairs. The teacher is available to offer correction, clarification and direction, as warranted by student needs.
  - D. Finally, students fill out the final (far right) column entitled "Possible Solution" where they offer suggestions on how to resolve the ethical dilemma. Students discuss each ethical dilemma at work and the conflict, and determine what the employee or leader can do to begin to solve the conflict.
4. Once all pairs of students have completed the charts, the teacher asks one student from each pair to describe one interesting or complex ethical dilemma at work for the class. Classmates listen and discuss the case.
  5. The teacher summarizes the presentations briefly and asks students to reflect on their learning from this activity: What did you learn? What did you like? About what would you like to know more? What would you like to do with the information you learned?



### ACTIVITY #3: FOLLOW THE LEADER: ETHICAL DECISION-MAKING AT WORK

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**(30-45 minutes)**

#### *Goals*

- To experience leadership in ethical decision making
- To practice using language skills for addressing ethical issues
- To become familiar with some of the significant ethical issues in business.

#### *Procedures:*

Tell students that they will now be working on some real-life case studies in ethical decision making in business. Add that this lesson is designed to give them opportunities to learn more about business ethics.

What does Goodyear do to promote itself as an ethical company? Is Goodyear an ethical company? Why/why not?

<http://www.goodyear.com/corporate/about/responsibility/index.html>

Proctor and Gamble makes cosmetics, fabric and paper products. Visit the Proctor and Gamble Product Safety Testing web site. What does the company want people to think of them?

<http://www.pg.com/animalalternatives/index.htm>

## COOL DOWN ACTIVITY: ETHICS AT WORK & STUDENTS IN THE CLASS- A REVIEW

(approximately 10-15 minutes)

Goals:

- To provide students with an opportunity to give the teacher feedback, and give the teacher an opportunity to evaluate the students.

Procedures:

- Ask students to provide a list of what they learned through these lessons on Ethics at Work.
- When a full list is complete, ask the students to rank the complete list. (It may be best to make this a whole class activity.)
- The teacher tells the students what he/she noted throughout the lesson regarding student learning and communication. The teacher should not single out individual students, but make general statements about the extent to which learning occurred and how effective the communication was.
- The teacher completes the lesson by giving students written feedback. A sheet of paper with the student's name and the activity with these criteria may be used.

### *Sample Evaluation*

Student performance: Activity 2 (Pair Work)

Student name: \_\_\_\_\_

Communication Score \_\_\_\_

4 = appropriate and useful communication

3 = good communication

2 = mixed skill in communication

1 = needs to work on communication skills

Provide detailed documentation for communication

score below:

Content Score \_\_\_\_

4 = excellent understanding of the content

3 = good understanding of content with some weaknesses

2 = mixed knowledge about content

1 = needs further work on content of this lesson)

Provide detailed documentation for content score

below:

Total Score: \_\_\_\_

## LESSON EXTENSIONS

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- Find a website (see **Internet Resources** below) for a company whose leadership is committed to ethical business practices. Tell your classmates about it. Discuss it outside of class (at work), and report back to the class on what others said about the company.
- Work with a colleague and develop a list of ethical issues specific to the company, school, or community in which you both work or live. Share lists with classmates.
- Select a company that has a web site (preferably one with operations in the community where the class meets). Research the company's web site for further information about how their leaders address ethical issues at work.
- Exchange e-mail communication with one of the companies identified in the extension of the lesson mentioned above. Report to the class on those communications. Try to learn more about how the company addresses ethical conflicts at work.
- Record the discussion in [Activity 3](#). On a following class day, re-play some or all of the discussion. Ask students to self-assess their performance in the discussion. Be certain to have students reflect (preferably in writing) about their learning and about what they will do the next time they are invited to discuss the topic of ethics at work.



## INTERNET RESOURCES

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### Classroom Activities and Lessons

Lesson plans and activities intended for classroom use; can be adapted to meet the needs of students.

<http://mediaroom.scholastic.com/node/303> and [www.benjerry.com](http://www.benjerry.com)

Ben & Jerry's produces a wide variety of super-premium ice cream and ice cream novelties, using high-quality ingredients including milk and cream from family farmers who do not treat their cows with the synthetic hormone rBGH. The company states its position on rBGH on its labels. Ben and Jerry's products are distributed nationwide and in selected foreign countries in supermarkets, grocery stores, convenience stores, franchise Ben & Jerry's Scoop Shops, restaurants and other venues. Ben & Jerry's, a Vermont corporation and wholly-owned subsidiary of Unilever, operates its business on a three-part Mission Statement emphasizing product quality, economic reward and a commitment to the community. Contributions made via the employee led Ben & Jerry's Foundation in 2009 totaled approximately \$1.7 million. Additionally, the company makes significant product donations to community groups and nonprofits both in Vermont and across the nation. The purpose of Ben & Jerry's philanthropy is to support the founding values of the company: economic and social justice, environmental restoration and peace through understanding, and to support our Vermont communities.

## Materials with Exploitable Content

The content of the materials listed below can be used to create theme-based lessons.

- <http://www.generalmills.com/en/Responsibility.aspx>  
General Mills is committed to diversity, according to their web site. Use their site to have students evaluate General Mills' efforts at ethical business practices.

## Official Documents

These can be used to provide background information and to create materials.

- <http://www.nikebiz.com/responsibility/>  
Nike "Just Doing It"
- <http://www.walmartfoundation.org/economy.html>  
The Wal-Mart Foundation gives awards for ethical business practices. Almar Printing, winner of the Wal-Mart Foundation Sam Walton Business Leader Award, is one of many small companies recognized for its efforts to provide service to the community and be a profitable business.

[\(Back to Lesson Extensions\)](#)



# APPENDICES

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## APPENDIX A

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<b>Ethical Dilemmas at Work (chart)</b>			
	<b>Ethical Dilemma (Column 1)</b>	<b>Conflict (Column 2)</b>	<b>Possible Solution (Column 3)</b>
<b>Student 1</b>			
<b>Student 2</b>			

[\(Back to Preliminary Lesson Planning\)](#) [\(Back to Activity #1\)](#)



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## APPENDIX B

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### Scenarios

#### Ethical Dilemma #1

The boss asks workers to stay late at the office. Although several employees have gone to him/her and said that they could not stay late, he/she persists in telling workers that there is "a bit" more work for them to do.

#### Ethical Dilemma #2

Your colleague rarely completes work assignments. You have been helping him finish the last two projects. You want him to stop asking you to help him because you have work of your own to do.

#### Ethical Dilemma #3

The company is growing and the amount of work is increasing. You think the boss should hire more employees.

#### Ethical Dilemma #4

You work in the quality control division of a company. You have rejected some of the parts that have come through your department because they did not meet company standards. Your boss tells you that you should ignore the low standard parts.

[\(Back to Classroom Activities\)](#) [\(Back to Preliminary Lesson Planning\)](#)



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## APPENDIX C

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### Important Terms

The list of terms below may be useful to students to learn and use as they begin the chapter on Ethics at Work. More terms and idioms will appear in later chapters.

**Compromise:** an agreement that is achieved after everyone involved accepts less than he or she wanted at first

**Expertise:** a special skill or knowledge gained by experience

**Hepatitis A:** inflammation of the liver

**Integrity:** the quality of being honest and having high moral principles

**Priorities:** what you believe to be most important and put before all else

**Set an example:** to purposely mold your actions and behavior to what you wish others to follow

**Stakeholder:** one who holds stakes when a wager is made by others and pays it to the winner

**Sweatshop:** a factory where people work hard in bad conditions for very little money

[\(Back to Background\)](#)



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## CHAPTER 3

# BUSINESS EDUCATION – ETHICS AND NEW PROFESSIONALS

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The third chapter in this series addresses ethics in the education of business professionals. The chapter will provide information for those who are newcomers to the field of business, and those who are experienced business professionals. The information for newcomers will provide an introduction to the culture of business education using English. For experienced business professionals, the activities and tasks will be a review of business, with new learning opportunities. Lessons will help teachers and students to learn more about this topic, and to know more about what we can do to improve business education in the cultural and professional settings where students live and work.

Employees and future employees should know about business ethics in order to perform ethically on the job. Standards of ethical conduct are a part of good business education and training in all geographical and business settings. In this chapter, we will explore some of the mechanisms used to teach business ethics in the United States.

For those teachers and learners in other geographical locations, adaptations are offered for use elsewhere. Teachers should feel free to adapt these materials as they see fit for use in the business and academic contexts in which they work.

In all cases, knowledge about the role and status of ethics in business is the responsibility of the teacher. It is imperative that teachers learn more about the sources of ethical behavior in business and/or professional settings. In many countries, government policy helps guide decisions on ethical behavior; in some cases, religion plays a role in ethical decision-making. In all cases, teachers should be sure they learn about ethical issues as those are addressed in the national, religious and historical contexts in which they are working as English language teaching professionals. For more information, contact your local, regional, provisional or national ministry, office of business affairs or other policy-making body.

These are some of the questions for business education that we will address in this chapter:

- What can academic institutions do to educate students interested in or enrolled in business-related classes about ethics?
- What do companies do to educate employees about ethics?
- How do employees learn to do a better job and to do it ethically?
- How do governments support training for ethical business practices?
- Where do employees get information when they face a conflict between keeping a competitive edge and maintaining ethical standards?



## BACKGROUND INFORMATION

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Success comes when companies create an innovative and supportive environment for new ideas. Chrysler's former CEO Robert Eaton (1993-1998) has said, "The only way we can beat the competition is with people." We would add, "And the best way to compete is to train employees with ethics."

If a company's goal is to become involved and succeed in the global marketplace, it will hire new employees who are well educated in all aspects of business, especially in business ethics. At the same time, employees who are in the workforce already must continue to learn through professional development opportunities. Ethics is a valuable topic for professional development among business professionals. With a workforce trained and committed to ethics, managers can be assured that ethical behavior and ethical practices will prevail in the workplace. Without training, business employees may engage in unethical business practices – without even knowing it. This chapter will introduce (and perhaps re-acquaint) teachers and students to some issues in business ethics. Teachers can use the activities to help students develop their own codes of ethics, as those relate to professional behavior in business.

Recent events in business worldwide have revised how universities and other institutions educate young business professionals. With the ethical crises faced by businesses worldwide in the last decade – in the United States and elsewhere – it is important for young business professionals (as well as their senior colleagues) to be aware of ethics and ethical behavior in business settings.

Most experts in international business ethics agree that young business professionals should know about and be able to apply ethical concepts to their work. Promoting ethical behavior is best done in the context of an educational program of study in business. It would be dangerous indeed for business professionals to learn about ethical concepts and behaviors after they have been indicted on charges of unethical conduct!

The following paragraphs describe some background information on ways in which business ethics is taught and learned in two contexts: in formal educational settings, like universities and colleges, and in company-sponsored, on-the-job training programs at work.

### **How Business Professionals Learn about Ethics**

Business schools teach students about ethics using a variety of tools and activities. On the job, employees are required to enroll in ethics-related workshops and training provided by the company.

### **Business Education and Ethics in Universities and Colleges**

In order to build ethical principles, business school faculty offer students a variety of opportunities to develop their knowledge and skills in business ethics.

Here is a list of four common instructional tools for teaching business ethics in universities and colleges:

1. Case studies that require ethical judgment and knowledge about ethics in real-life company-based cases. (Several are listed in this chapter under [Internet Resources](#))
2. Assignments that require students to learn about the ethical codes of conduct in several companies. Students talk, read and write about the issues that these codes raise inside the company and in business.
3. Tasks outside the classroom that require students to learn more about how businesses function ethically. Students are asked to visit and tour a company, interview a manager or other employees in a company, research the company's history and ethical performance using a variety of resources: company policy documents, company archives, newspaper reports and magazine articles on the company, or the Internet
4. Readings from a variety of business and professional sources (professional journals, popular magazines and newspapers, and company literature – electronic and paper) followed by discussions on the issues and values that these readings present. Familiarity with business ethics journals (both paper and on line) is an important part of business ethics education. Students are given assignments to find information and report back to the class.

### **On the Job Training and Ethics**

Employers are required by law and by the company's own ethical code to provide employees with opportunities for on-the-job training in specific job-related ethical concerns. Some of these training opportunities are considered to be a part of employee professional development. A few examples of on-the-job ethical training:

1. Training programs on ethical use of the Internet– In these training workshops, employees learn that the Internet is a new tool that can have many uses, some ethical, some unethical. With the advent of the Internet, massive quantities of information are available and can be used for ethical and unethical purposes. Employees are trained in ethical web use.
2. Personnel services – Employee education and training on topics such as ethical concerns related to health, environment, or corporate philanthropy decisions) and employee counseling
3. Employee discussion groups on ethical issues – Human Resources or Personnel Department organizes informal employee discussions on topics of relevance and concern to management. In these informal settings, employees learn how to address ethical issues in accordance with the company's Code of Conduct. Morale issues and other matters are aired in these informal settings.
4. Required workshops for all employees on sexual harassment awareness training – Employees attend workshops and participate in discussions on a variety of topics that influence workplace behavior and can help employees avoid being perpetrators or victims of sexual harassment

## CLASSROOM APPLICATIONS

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Language classes are places in which interesting activities and discussions can lead to better understanding of ethics in business. In order to understand the importance of principles in business ethics, students work together using materials that are valuable for learning and interesting.



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### PRELIMINARY LESSON PLANNING

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#### *Materials:*

- Prepare copies of these for all students: [Handout #1](#) and [Handout #2](#)
- Newsprint, poster board or other large paper
- Markers

#### *Learning Groups:*

Though individualized assignments and tasks can be effective learning contexts, research shows that classroom interaction on topics of high interest results in more learning and a better understanding of the content. The teacher makes decisions about how to best organize the learning experiences for students in the classroom.

Student groups are important for classroom learning. Students may be grouped in pairs, small groups (4-6 students per group), and half-class or whole class. Teachers may allow students to group themselves, or teachers can arrange the groups. Whatever the grouping scheme, how students interact – with whom, on what topics, and for how long – is an important aspect in planning a lesson. Variety of experiences is the key to effective learning in the classroom acquisition of language. So, adapting these materials for use with different learner groups (larger, smaller, self-selected, teacher-led, mixed proficiency or homogeneous proficiency groups) is a good idea for creating variety in the classroom and for effective teaching.

#### *Vocabulary and Grammar:*

Review readings and determine vocabulary and grammar points to be addressed. See [Appendix A](#) for a sample grammar review.



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## WARM UP ACTIVITY

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**(approximately 10-15 minutes)**

*Objectives:*

To teach vocabulary and concepts critical to business education; to introduce students to new ways of learning about ethics

*Procedures:*

1. Explain to students that today's lesson will be on the topic of business ethics education. Tell the students that they will have opportunities to learn new vocabulary and will discover new information about ways in which business professionals learn about business ethics.
2. Pair students. Here, it would be helpful to try to find two students who share a common professional or business interest (example: two students who are interested in accounting).
3. Give students instructions. Students brainstorm lists of ideas in response to the following question: In what ways can a new business professional learn about the ethical practices of a company? The students create as long a list as possible with their partners.
4. Student pairs share their lists with their classmates.
5. Teacher 'wraps up' by telling students that they have come up with some excellent suggestions. These include the following: ask a person who works in the company about the ethical practices of that company; check the Internet for information on a company's ethical code and ways in which the code is maintained; survey members of the community about a popular company's code of ethics; or, perhaps call or visit the company and ask for this information. Most companies have such a code and are likely to distribute copies of it.

Note: Encourage students to be as creative as they can be. The ideas presented above in #5 are just examples; your students will have many other ideas!



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## ACTIVITY #1

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**(approximately 20-25 minutes)**

*Goals:*

- To demonstrate the importance of business ethics education to students
- To teach new vocabulary
- To help students begin to determine their own ethical values

*Procedures:*

- A. Tell students that in order to better understand the importance of business ethics education, they will begin a series of activities in which they will follow a model in developing a guide for teaching about ethics.

- B. First, review the content of [Appendix B](#), "An Incomplete Guide on Professional Ethics" Complete this step by distributing copies of Appendix A, one per student. Students can work in the same pairs here as they did in the [Warm Up Activity](#).  
*Note:* Teachers may wish to adapt the content of Appendix A to accommodate either (or both) the students' interests/background and language proficiency.
- C. Read aloud the items on the chart in Appendix A. Ask students to think of one additional item to add to the list (#4 or #5). Note that #1 to #3 will vary according to the context; these items are provided as samples, and should be used for brainstorming and creating one's own "Guide for Teaching About Ethics."



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## ACTIVITY #2 - READ AND EVALUATE THE CASE STUDY

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(Approximately 20-30 minutes)

### *Goals*

- To use English correctly in meaningful ways
- To describe gift-giving practices and the ethical implications in international business settings
- To improve vocabulary skills

### *Procedures:*

1. Warm up for Activity #2: Discuss educational systems and practices, since those are carried out in the students' work or school environment.
2. Teacher describes an educational experience he/she has had. Then, the teacher solicits ideas from the students, such as: "What are the appropriate courses for learning about ethics in business for employees in your school/ employees in your company?" Generate a class discussion on this topic. Get students to talk about this, without making judging comments. Ask students if they know about ethical business practices. Repeat what students say. Try to avoid saying "That is correct" or "Your answer is not right." Rather, listen with an open mind. Encourage listeners to repeat, summarize and/or paraphrase what a speaker says. Try to link students' words with the seven principles presented earlier in this chapter.
3. Ask students to complete the Questionnaire on Ethics in Education ([Handout #2](#)).
4. Tell students that they will read a description of a real-life situation in which gift giving is the subject of ethical judgment.
5. Do a round robin reading of the [Case Study](#).  
*Note:* In a round robin reading, each student has a copy of the text and reads one paragraph followed by the next student reading the next paragraph, until all students have had the opportunity to read once. Teacher correction here is on reading comprehension.
6. Now, check for understanding. Make sure that students understand the short Case Study. See [Handout #3](#) for a list of questions for students to answer (either in pairs, groups or individually). Give instructions for multiple-choice and reading comprehension assessment. Ask students to read the questions first and then to re-read the passage.

7. Solicit responses from students using their answers to the comprehension questions. Then, provide correct answers. Make certain students understand the case study. Note: If students do not seem to need the comprehension 'test,' omit Handout #3 and go on.
8. Ask students to discover their own and others' attitudes towards ethics education. Note: Teachers may or may not wish to encourage students to summarize the questionnaire here.
9. Write a list of ways in which students can learn about ethics in business settings.

### Teachers' Notes for the Case Study

The following notes will be helpful to the teacher who decides to use this case with students in a business ethics lesson:

#### *What Are the Relevant Facts?*

1. Kate Johnson has joined the sales force at Best Building.
2. Best Building has submitted a bid on a bill of materials.
3. Kate is responsible for developing Best Building's bid.
4. Jack, Kate's boss, has provided copies of competitors' bids.
5. The copies came from someone else, "an insider," who has access to the competitors' business dealings.
6. Jack has ordered Kate to underbid the competitors.

#### *What Are the Ethical Issues?*

- ✓ Can Kate avoid using the bid information and still comply with Jack's orders to be the low bidder?
- ✓ Should Kate be concerned about using the competitors' bid information, seeing that it came from a Best Building employee?
- ✓ Does using the information put Jack and/or his company in jeopardy?
- ✓ If everybody in the construction industry acts this way, should Jack?

#### *Who Are the Primary Stakeholders?*

Best Building, Best Building employees, Best Building competitors, Best Building customers, the competitors, the competitors' customers, Kate, Jack and the employee who passed inside information

#### *What Are the Possible Alternatives (for Kate)?*

- Use the competitor information as Jack ordered.
- Inform Jack's boss about the competitor information.
- Inform Best Building about the competitor information
- Complete the bid without using the information
- Kate can resign in protest.

#### *What Are the Ethics of the Alternatives?*

Ask questions based on a "utilitarian" perspective (costs and benefits). For example:

1. Which alternative would provide the greatest benefit?
2. Who would incur costs and who would benefit from each alternative?

Ask questions based on a "rights" perspective. For example:

1. What rights are being violated by the use of competitor bid information?
2. What obligation does Best Building have to protect competitor bid information?
3. Which alternative provides the greatest respect for all of the stakeholders' rights?

Ask questions based on a "justice" perspective (benefits and burdens). For example:

1. Does the use of the competitor bid information violate the principles of justice?
2. Which alternative is consistent with the principles of justice?
3. Does inside information destroy the fairness of the competitive bidding process?

*What Are the Practical Constraints?*

1. What are the legal ramifications of obtaining competitor information in this manner?
2. Will the competitors catch on if Best Building continues to get all the big jobs?
3. When such practices typify an industry, should one person “rock the boat”?
4. What are the dangers in blowing the whistle?

*What Actions Should Be Taken?*

1. What actions should Kate take?
2. What ethical theories and/or principles should guide Jack in his decision?



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## COOL DOWN ACTIVITY

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(Approximately 10-15 minutes)

*Goals:*

- To build on an atmosphere of trust and respect for others’ ideas
- To close the lesson

*Procedures:*

1. Summarize what we have done. Be certain to include another verbal listing of the Definition of Ethics in Business Education.
2. Ask students to choose one of the parts of the definition and discuss a way in which he/she might address it in his/her work/school life.
3. Ask why ethics is an important subject for international business education professionals to address.
4. Finally, ask students to share their reflections and questions about business ethics in education. What did they find interesting? What principles or concepts do they want to know more about?



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## LESSON EXTENSIONS

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1. In [Activity 1](#) or [Activity 2](#), send students out of the class to complete the charts.  
*Note:* Never send students outside the class to do an activity for which they are not fully prepared and confident in their ability to complete. In preparing students for these activities, a teacher model is a good idea, followed by role-plays in class.
2. Ask students to choose a company and do research on their education programming (internal) and/or education requirements (prior to employment or to obtain promotion on the job). Students will do this activity outside the class using company literature and archives, library resources (newspapers, magazines, etc.) and professional literature and the Internet. Help students to become independent learners about business ethics education!
3. Visit one of the web sites listed in this chapter. Present a model case study. Ask students to create a case study for use in teaching about business ethics education.

4. *Ways of Expanding on Activity #1:*

Teachers might want to expand on this activity by asking students to share their definitions with others (outside the class). Encouraging students to engage in authentic electronic exchanges can do this. Try this web site to start:

<http://onlineethics.org/>

*Online Ethics Center for Engineering and Science*

Students can write comments to the website owners and ask for responses. Note: Students are very likely to receive responses! Possibilities abound for extending these online interchanges between your students and website owners!

5. *Possible Ways of Expanding Activity #2:*

Students might use the questions in their handouts to conduct a survey of 20 or more individuals in the community. Tally the results, create a graph and interpret it.

In this expanded lesson, students will have the opportunity to work together on tallying results, creating a graph and interpreting it. For example, student groups may be assigned to present the raw data from their surveys to the class.

This lesson is a powerful way for students to “own their new knowledge.” Teachers will need to prepare clear guidelines and rubrics for preparing the presentations so students know exactly what is expected of them. There are instructions and rubrics provided both for presenters and for listeners.

Instructions for presenters should include length of presentation, how the group members will interact (and share the time), and what type of presentation equipment can be used. Rubrics should include a system for scoring the students’ work. How to get an A: Students will receive 10 points (A) for a 1) well organized, 2) engaging presentation with 3) examples and humor that demonstrates their 4) full understanding of the principles of business ethics. How to get a B: Students receive 8 points (B) for meeting three of the four criteria above; how to get a C: Students receive 6 points (C) for meeting two of the four criteria above; and finally, D: Students receive 4 points (D) for showing up! F is for students who fail to complete the activity.

Instructions for listeners include: Listen to the presentation. Ask questions. Make sure to follow rules for appropriate classroom behavior.

Fill out the half sheet below using your best efforts to a) evaluate ethically; and b) provide specific examples for feedback for the presenters to use:

3=Strongly agree; 2=Not sure; 1=Definitely not!

\_\_\_ I thought the presentation was really well organized.

Note: Whatever score you give, make sure to write down here an example of something the presenter specifically said (quote him/her) or did (describe exactly what he/she did)

Example: I gave you a 1 because you kept moving back and forth from one item to another on the handout and I could never figure out where you were.

\_\_\_ I thought the presentation was engaging.

Note: Again, give an example to help the speaker know why you gave the score you gave. For example: "You said 'um' 56 times in 3 minutes! I found it a little hard to follow your ideas as a result.

\_\_\_Your humor was well utilized.

Note: Why? For example, "I gave you a 3 on this one. That story you told about the person who filled out the questionnaire in the disco was very funny and I appreciated use of humor in your presentation as a result."

\_\_\_I could see that you really understand the principles we learned in this class.

Note: What did you see? For example, "When you addressed the principle of "Keeping an Open Mind," you said that the questionnaire respondents seemed to have trouble with it and that's why they gave it a low score on the "Importance" criterion. I could tell that when you explained your thoughts on what was behind the responses on that question that you showed the class that you really understand "keeping an open mind." Your explanation helped me to better understand that principle, too! Thanks!

6. Have student read a book on business ethics education. One new one is of potential use to students and teachers of English to speakers of other languages for its careful attention to presenting clear and concise language for what is (sometimes) a very complex subject:

Ghillyer, Andrew (2012): *Business Ethics Now*. New York. McGraw Hill Publishers in Education

*Business Ethics Now* provides assistance to employees by taking a journey through the challenging world of business ethics at the ground level of the organization rather than flying through the abstract concepts and philosophical arguments at the treetop level. By examining issues and scenarios that relate directly to their work environment (and their degree of autonomy in that environment), employees can develop a clearer sense of how their corporate code of ethics relates to operational decisions made on a daily basis.



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## INTERNET RESOURCES

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The Internet resources listed below provide useful information to those wishing to know more about ethics in business education programs. United States Office of Government Ethics: <http://www.usoge.gov/>

Useful information for business ethics educations from the United States government office tasked with the responsibility of assuring ethics in all US government work.

Vanderbilt University Center for Ethics: <http://www.vanderbilt.edu/CenterforEthics/cases.html>

This site contains many case studies in business ethics for use with students and for you, too (Teachers' Notes included!) Use these materials to help students apply principles of ethical business practices, as described in this chapter. Topics include these in the category of business ethics: computer use and technology use, engineering, journalism cases, education and military ethics.



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## CASE STUDY: INSIDE INFORMATION ON A BIDDING PROCESS

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*Characters:* Kate Johnson, New salesperson for Best Building commercial building supply firm and Kate's boss, Jack Thomas

Kate Johnson has recently joined the sales force of Best Building, a construction firm specializing in residential building and renovations.

Contractors in the United States, such as Best Building, (and those elsewhere, too) issue requests for bids for a bill of materials required to construct a commercial project.

Kate's job includes reviewing the bill of materials and developing her firm's bid.

Kate's new boss, Jack Thomas, gave Kate a request for bids. The request involved the construction of a kitchen and basement renovation in a large home owned by a well-known local attorney and his wife.

Kate immediately set about costing out the materials specified in the bill.

The day before the bid was due, Jack came in and handed Kate two brown envelopes. Jack said the envelopes, which contained copies of the bids from Best Building's two main competitors, had just been received from their inside man. Jack also said that the Best Building bid must be just under the lowest bid from the competition. If they were to win this bid, Best Building had a good chance of getting additional jobs in the future in the same upscale downtown area.

Best Building was always the lowest bidder on major jobs; competitors were allowed to win a few of the smaller jobs so as not to create suspicion.

When she got the information from Jack, Kate didn't say anything. She was surprised and wanted to think over what her response would be.

The next day, Kate came to work early and went directly into Jack's office to say that what had happened wasn't really right.

Jack said that this is the way things are done in the construction industry. The firm with contacts stays in business. He said Kate had to learn - "Now," he said, "you're working with 'the big boys,' and you have to learn how to play the game.

[\(Back to Activity 2\)](#) [\(Back to Background\)](#)



**My Definition of Ethics in Business Education**

My Definition of Ethics in Business Education

Student name \_\_\_\_\_

Write down words that come to mind when considering the phrase above. Write anything you want. You only have a few minutes; so write fast!

[\(Back to Warm-Up\)](#) [\(Back to Preliminary Lesson Planning\)](#) [\(Back to Lesson Extensions\)](#)



**Questionnaire: Ethics in Business Education**

Ask several friends these questions. Select friends who have completed a business education degree, certificate or in-house course. Then, compile the results and report back your results and your interpretation of those in class.

1. Did you study business ethics in your class?
2. If so, what did you learn in that class? If not, would you like to take a business ethics class? If so, what would you like to learn in that class?
3. If you were to design a business ethics course, what would you include in the curriculum?
  - a. Moral duty
  - b. Rights
  - c. Justice
  - d. Moral reasoning
  - e. Social responsibility
  - f. Capitalism
  - g. Corporate governance
  - h. Safety and risk
  - i. Whistle blowing (you learned about this topic in an earlier chapter!)
  - j. Truth in advertising
  - k. Workers' rights
  - l. Global issues

[\(Back to Activity #2\)](#) [\(Back to Preliminary Lesson Planning\)](#)



**Reading Comprehension Questions: Case Study on Best Building**

Answer T for True and F for False. Then, explain your answer in a brief paragraph.

Note: Use the list of seven principles (for example, "This is False because Jack violated the principle of "meeting obligations" when he ...").

1. \_\_\_ There should be no conflict at Best Building since all parties appear to be educated in ethical business practices.

2. \_\_\_ Decisions about ethical behavior are best left to individual businesses and should not be addressed in educational institutions.

3. \_\_\_ I prefer to have rules about ethical behavior provided for my use in international business.

4. \_\_\_ All businesses should be required to educate their workers in ethical behavior.

5. \_\_\_ Business schools and universities in individual countries should not be required to include ethics in their instructional programs of study.

[\(Back to Activity #2\)](#)

[\(Back to Lesson Extensions\)](#)



## APPENDICES

### APPENDIX A

#### Grammar Overview –Some Useful Rules and Ways of Using Them to Discuss International Business Ethics

*The grammar rules that appear below may be of help to students and teachers in identifying areas of accuracy in grammar usage. Other grammar rules will be presented in later chapters.*

##### **Grammar Point #1:**

**Example Sentence from the text of the case: "When Kate protested that using the information was not right, Jack said that this is the way things are done in the construction industry."**

**This sentence is a good example of the use of the adverbial. We use this form frequently.**

**Rule: Use a *when* clause to introduce the topic. After that, change your sentence structure to avoid repeatedly using "When..., ..." Use varied sentence structure.**

##### **Grammar Point #2:**

**Example Sentence from the case: "The firm with contacts stays in business."**

**This sentence demonstrates the use of a very short, concise sentence that makes and drives home the point being made in the case. Use short, clear sentences to emphasize and summarize important points in your writing and speaking, too!**

[\(Back to Activity #1\)](#) [\(Back to Preliminary Lesson Planning\)](#)



An Incomplete Guide to Educating Ourselves on Business Ethics

In order to make ethical decisions, we need information and facts about the problem. Business ethics educators guide us to find the information and facts we need as a part of university based business education, as well as a part of being informed employees. Here is an incomplete guide to educating ourselves on business ethics. Consider your knowledge about the information in each section. Then, consider the suggestions of ways of getting that information. Finally, add other items to the guide (see #5 and #6), as is appropriate to your context of business study and/or employment:

Information Needed	Where to Find Information
1. <i>History</i> -- Facts about the history of the company/institution	Company library, archives, friends working in the company
2. <i>Practices/Procedures</i> -- Information about company policies on ethical issues * hiring practices * policies on sexual harassment, occupational health issues * environmental policies * whistle blowing history	Friends working in the company, Internet, company documents (Personnel or Human Resources Department), consumer advocacy groups, newspaper reports
3. Company investments and charitable contributions	Internet, newspaper reports
4. Company plans for the future	Company executives, newspaper reports
5. _____	_____
6. _____	_____

[\(Back to Preliminary Lesson Planning\)](#)

[\(Back to Activity #1\)](#)

[\(Back to Warm Up\)](#)



A Guide for Teaching About Business Ethics

List all possible ways in which the two groups identified below (newcomers to business and experienced business professionals in this area/field) might learn about business ethics in the region and context in which that person lives/works.

Newcomer Resources

Resources for Experienced Business Professionals

[\(Back to Preliminary Lesson Planning\)](#)

[\(Back to Internet Resources\)](#)



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# CHAPTER 4

## WHISTLE BLOWING

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When an employee discovers unethical, immoral or illegal actions at work, the employee makes a decision about what to do with this information. **Whistle blowing** is the term used to define an employee's decision to disclose this information to an authority figure (boss, media or government official).

The topic of this chapter is whistle blowing. The purpose of this chapter is to help teachers and students to learn more about how employees make their decisions to come forward with **potentially damaging information** and about how employees identify strong ethical employment environments and, in turn, avoid potentially unethical employers.

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### BACKGROUND INFORMATION

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Whistle blowing leads to good and bad results. In this chapter, we will explore both. First, the benefits of carefully considered whistle blowing can lead to the end of unethical business practices. The lives of individuals and whole communities have been saved by whistleblowers. Severe damage to the environment has been stopped by the actions of one individual who blew the whistle on an unethical employer. Here are some examples of serious ethical violations that have resulted in whistle blowing. These examples represent significant consequences to businesses:

- Dumping of toxic waste
- Padding an expense report
- Violating laws about hiring and firing
- Violating laws about workplace safety
- Violating health laws which lead to documented illness and even death

The actions of whistleblowers are potentially beneficial to society. Businesses that engaged in unethical practices have been shut down because of the actions of whistleblowers. Lives have been saved, and severe damage to the environment has been averted because of the courage and persistence of whistleblowers.

At the same time, an employee who witnesses unethical business practices at work may want to think carefully before making the decision to inform an authority of the practice. The consequences of whistle blowing are often extreme and include possible firing, civil action, or even imprisonment.

Furthermore, an employee may want to follow the rule of "chain of command" – that is, begin to discuss issues of whistle blowing with his or her immediate supervisor first, before discussing the matter with anyone else. A great deal of information about whistle blowing, whistleblower's rights and protection, whistleblowers in many countries and in many professions (sports, the tobacco industry, chemical industry, and even the government) is available on the Internet. A list of some of those sites, with links to others, appears later in this chapter (see [Internet Resources](#)).

Company loyalty is an internationally held value. Employees want positive work environments. Most workers do not like to have disagreements with their bosses. At the same time, bosses and managers do not want employees to complain to others in the workplace about a problem that the manager might be able to solve. Complaining to one's colleagues can be harmful to morale and should not be confused with careful thinking and action on behalf of unethical business practices. One company's unethical practices were uncovered by an employee who was later **fired** for "blowing the whistle." No employee wants to be branded as having bad judgment.

When should an employee blow the whistle? When should he or she "**keep quiet**"? Experts have set guidelines for whistle blowing. Some of those are listed below.

### **Guidelines for Whistle blowing**

This list is a guideline that will help an employee to determine if a situation merits whistle blowing.

1. *Magnitude of consequences*

An employee considering whistle blowing must ask himself or herself these questions: How much harm has been done or might be done to **victims**? Will the victims really be "**beneficiaries**"? If one person is or will be harmed, it is unlikely to be a situation that warrants whistle blowing.

2. *Probability of effect*

The probability that the action will actually take place and will cause harm to many people must be considered. An employee should be very sure that the action in question will actually happen. If the employee does not know if the action will happen and if the action will harm people (or the environment), the employee should reconsider his or her plan to blow the whistle. In addition, the employee must have absolute proof that the event will occur and that people (or the environment) will be harmed.

3. *Temporal immediacy*

An employee must consider the length of time between the present and the possibly harmful event. An employee must also consider the urgency of the problem in question. The more immediate the consequences of the potentially unethical practice, the stronger the case for whistle blowing. For example, the effects of toxic waste dumping that are likely to occur in a week are more pressing than the firing of 100 employees next year.

4. *Proximity*

The physical closeness of the potential victims must be considered. For example, a company that is depriving workers of medical benefits in a nearby town has a higher proximity than one 1,000 miles away. The question arises about matters of **emotional proximity** or situations in

which the ethical question relates to a victim with some emotional attachment to the whistleblower.

5. *Concentration of Effort*

A person must determine the intensity of the unethical practice or behavior. The question is how much intensity does the specific infraction carry. For example, according to this principle, stealing \$1,000 from one person is more unethical than stealing \$1 from 1,000 people.

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## CLASSROOM APPLICATIONS

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### WARM UP ACTIVITY

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**(approximately 10-20 minutes)**

*Objectives*

To generate student interest in this topic and to introduce new vocabulary and grammar

*Procedures*

1. Introduce the topic by bringing a whistle to class. Now, tell students that today we will address the topic of Whistle blowing. Write the word *Whistle blowing* on the board, and blow your whistle (Note: some teachers will want to omit this step). Ask students if they know what the term means. Solicit guesses.
2. Dictate the definition of whistle blowing on page 1 to students. Tell students: You will hear the dictation three times. The first time, I will read the passage at normal speed and you should listen. Do not write during the first reading. The second time I read the passage, I will read in chunks and you should write every word you hear. The third time, I will read again at normal speed. You should check your writing for errors and correct them. You will be given one minute at the end to re-read your writing and make final corrections. Collect the dictation and correct it.
3. Collect the dictations and solicit questions from students on their understanding of the concept of whistle blowing.
4. Tell students they are now ready to start learning about whistle blowing.



## ACTIVITY #1

---

**(approximately 20-30 minutes)**

### *Objectives*

- To encourage students to think about whistle blowing and its ramifications
- To solicit student point of view on the topic of whistle blowing

### *Procedures*

1. Present [Appendix B](#), How To Review Your Potential Employer On Ethics. Make copies of Appendix B and pass them out to the students. Review student questions about vocabulary and grammar as needed. Use [Appendix A](#), which lists the vocabulary, as needed.
2. Have students complete the form individually. (Note: Doing this step in pairs or small groups is not advised. Students will have difficulty reaching an agreement. Responses do not require consensus.)
3. Ask students to think of a question they might add to the form.
4. Have students answer all questions and discuss their responses in small groups of approximately four students.

[\(Back to Lesson Extensions\)](#)



## ACTIVITY #2

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**(Approximately 30-40 minutes)**

### *Objectives*

- To encourage students to think about business ethical issues as they relate whistle blowing in their own academic, professional or work contexts
- To develop more fluency in using the terms related to whistle blowing
- To point out the issues that underlie contextual specificity of whistle blowing
- To gain more comfort and competence in using Internet sources for professional and academic work

### *Procedures*

1. Introduce the activity by saying that this activity will provide students with the chance to learn more and be better able to understand the importance of business ethics in today's world.

2. Now that you have considered business ethics in terms of your own employment ([Appendix A](#)), let us discuss the matter of whistle blowing in students' own experiences.
3. Begin with a short lecture that summarizes the points made in the background information section of this chapter (see Background).
4. Following the summary, the teacher will next ask this question: What experience do you have with whistle blowing? Brainstorm this experience as a whole class for 1-2 minutes. Then, assign students to work in small groups (3-5 students). One student records brief descriptions of each of the others' stories. The teacher should encourage the students to draw on their own past experiences, those of a relative or family member and to use at least one of the web sites listed in the [Internet Resources](#) section of this chapter.
5. At the end of this step, each student will have a specific context for analyzing the concept of whistle blowing
6. Next, students will identify the benefits and challenges for whistleblowers in the situation that they have identified. Students should jot down those benefits and challenges on a sheet of paper labeled on the left "Benefits" and the right, "Challenges."
7. Students will evaluate each benefit and each challenge on their lists against the guidelines for whistleblowers provided in the Background section of this chapter. Students may wish to add items to their lists or to modify those items in order to make them appropriate for the context in which they study or work.
8. Students will present their work to their classmates in the group. Specifically, each student presents to the group their lists of benefits, challenges and guidelines. Together, the group makes a recommendation for or against whistle blowing.
9. Finally, an elected member of each group presents in brief form the following: One interesting business ethical case (chosen among the five presented), the benefits of whistle blowing, the challenges for the whistleblower and the group's recommendation to the whistleblower on whether or not he or she should blow the whistle.

Note: In Step 4, teacher should circulate among the groups and listen for expression problems and offer to help with vocabulary and other language and content questions. Also, a teacher could modify Step 6 for a small class with each student making a carefully structured presentation to the class on his or her case. Use of evaluation tools presented in previous chapters (or adapted versions of those) is appropriate here.

[\(Back to Lesson Extensions\)](#)



## COOL DOWN ACTIVITY

---

### *Objectives*

- To conclude the lesson
- To give students the opportunity to reflect on what they have learned

### *Procedures*

1. Tell the students: We are now going to conclude the lesson on whistle blowing. We have begun to learn some things about whistle blowing - when to do it, and how and what some of the issues are that face business professionals who consider this action. Laws usually guide ethical decision-making. But sometimes, like the situation we will now consider, there are conflicting legal guidelines, and companies are left to make the ethical decision that is based on the moral leadership and good judgment of the leaders.
2. We shall consider the biggest dilemma that faces business ethics! What if a company in the host country operates with moral reasoning and judgment that supports economic development, while a company in another country operates without consideration for economic development. Consider issues about payment for service on a contract, investment in a country with discriminatory policies against groups within its population, the application of safety standards in a plant, environmental practices, and poverty level wages in a country where new operations are underway.

In this case, the right decision would be the less ethnocentric one: A practice is permissible if the answer to these two questions is "no":

1. Is it possible to conduct business successfully in the host country without adopting this practice?
2. Is the practice a clear violation of a fundamental international human right?
3. Ask students: What do you think of this reasoning? What would you suggest a company do that faces ethical conflicts across national borders? How would you decide?
4. Have students try to answer this question based on what they have learned in this chapter. They can write or talk about it. In either case, students should be guided in the discussion or writing with careful ground rules and guidelines.

Note: This activity will work well with most students. If students are highly motivated by this project, you may want to carry this discussion further or extend the work into another class period.



## LESSON EXTENSIONS

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To extend [Activity 2](#), students can surf the Internet for case studies in whistle blowing. Make a list of the issues that most challenge business today.

- Students can enter chat rooms where they can discuss whistle blowing. They can offer their perspective, particularly on issues of international or national concern.
- Students can consider local cases of whistle blowing, analyze results, and find out what others think about these cases via e-mail exchanges with colleagues in other countries and cities and visits to web sites.
- Here's a chat room for whistleblowers. Read what others have written here and write your own posting!  
<http://www.experienceproject.com/groups/Whistleblower/220422/forum>
- A situation that is considered appropriate for whistle blowing in one cultural context (or even within a specific professional culture) may be different from that of another. Have students extend their lists (from [Activity 1](#)) to include the characteristics of specific culture contexts (or perhaps professional cultures) in matters of whistle blowing.



## INTERNET RESOURCES

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The Internet resources listed below provide useful information to those wishing to know more about whistle blowing. The sites marked with an asterisk (\*) point visitors to other web sites on the same topic.

- <http://www.whistleblowers.org/>  
This web site provides useful information for employees on their rights as whistleblowers under the United States legal system with specific reference to government and corporate contexts.
- [http://fairwhistleblower.ca/wbers/wb\\_self\\_help.html](http://fairwhistleblower.ca/wbers/wb_self_help.html)  
Web site for FAIR (Federal Accountability Initiative for Reform) promotes integrity and accountability within government by empowering employees to speak out without fear of reprisal when they encounter wrongdoing. Our aim is to support legislation and management practices that will provide effective protection for whistleblowers and hence occupational free speech in the workplace.

[\(Back to Background\)](#) [\(Back to Activity #2\)](#)



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## APPENDIX A

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### Some Terms and Phrases

**Beneficiaries:** Those individuals who benefit from unethical business practices

**Dumping of toxic waste:** An unethical business practice of disposing of poisonous or otherwise dangerous materials in a place where the materials will cause harm to individuals, groups of individuals and the environment

**Emotional proximity:** The closeness of the relationship between the whistleblower and the victims of unethical business practices

**Fired (from a job):** When an employee is asked to leave his/her job (in this case, due to having revealed potentially damaging information)

**Keep quiet:** Hold back information that is potentially damaging (in this case, an employee deciding not to tell an authority about potentially unethical behavior or practices.)

**Magnitude of consequences:** The severity of an employee's punishment if he or she blows the whistle. Magnitude of consequences must be measured against the impact of the potentially unethical practice when an employee is trying to decide whether or not to blow the whistle.

**Padding an expense report:** When an employee adds personal expenses to his/her list of business-related expenses

**Potentially damaging information:** Facts that may lead an employee to consider blowing the whistle

**Victims:** Those individuals or groups who are harmed by unethical business practices

**Whistle blowing:** An employee's decision to disclose potentially damaging information to an authority figure (boss, media or government official)

[\(Back to Activity #1\)](#)

[\(Back to Activity #2\)](#)



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## APPENDIX B

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### How to Review Your Potential Employer on Ethics

Yes <input type="checkbox"/> No <input type="checkbox"/>	1. Do leaders in the company seem to communicate a sense of ethical standards?
Yes <input type="checkbox"/> No <input type="checkbox"/>	2. Are the company's goals realistic about profit and competition?
Yes <input type="checkbox"/> No <input type="checkbox"/>	3. Does the company have a code of ethics?
Yes <input type="checkbox"/> No <input type="checkbox"/>	4. Does the company's literature show concern for moral issues?
Yes <input type="checkbox"/> No <input type="checkbox"/>	5. Does the company's literature show concern for environmental issues?
Yes <input type="checkbox"/> No <input type="checkbox"/>	6. Is there an employee handbook with guidelines for handling issues of discrimination?
Yes <input type="checkbox"/> No <input type="checkbox"/>	7. Is there an employee handbook with guidelines for handling issues of sexual harassment?
Yes <input type="checkbox"/> No <input type="checkbox"/>	8. Is there an employee handbook with guidelines for handling issues of employee misconduct?
Yes <input type="checkbox"/> No <input type="checkbox"/>	9. Are the goods and services delivered to customers in a professionally ethical way?

What other questions do you have about ethics in this company? Write those here:

[\(Back to Classroom Applications\)](#) [\(Back to Activity #1\)](#)



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## CHAPTER 5

# SOCIALLY RESPONSIBLE BUSINESS – DOING THE RIGHT THING

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Businesses have an ethical responsibility to customers who buy goods and services from them. **Socially responsible business** means that companies do the right thing for their customers. Companies consider profit, consumer satisfaction, and societal well being as equally important in the way business is conducted. Governments often enact laws that force businesses to function ethically. Consumers also can force businesses to act ethically regarding their purchases. For example, in the United States today, consumers and consumer activists **boycott** over 800 products.

This chapter is on socially responsible business. Teachers and students want to know about ways in which businesses are held accountable to customers for goods and services that they sell. According to consumer rights laws, people who buy goods and services have four rights: the right to be safe, the right to be informed, the right to choose, and the right to be heard. This chapter will provide teachers and students with opportunities to learn more about socially responsible business and about doing the right thing.

In the United States, businesses are often judged by their socially responsible behaviors. Most people agree that these include the following specific elements: equal employment opportunity for all citizens regardless of their race, religion or sex; respect for employees' diversity, safety, and health in the workplace; and assurance and full disclosure on the quality of products and services. If any one of these elements is ignored or abused, a business is likely to be subjected to a penalty and sometimes, legal action.



### BACKGROUND INFORMATION

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In the 1960s, Ralph Nader, an American economist and consumer advocate, spoke and wrote about the social responsibility for businesses. Today, businesses use his ideas to make sure that customers' rights are protected.

Many companies use the following list of customers' rights (based on an abbreviated version of the United Nations' Universal Declaration of Human Rights) to guide them in their efforts to be socially responsible.

## What is socially responsible business?

A socially responsible business provides goods and services in line with a society's values. Socially responsible businesses in the United States are concerned about how customers are protected and how employees are treated. There are federal and state laws that protect the rights of customers and employees, as well as the environment, from unethical business practices. Businesses in all countries should consider social responsibility as an important part of operations.

A brief description of ways in which customers' rights are protected in the U. S. and in many other countries follows:

### *Customer Protection*

Mr. Nader's work in **consumerism** highlighted the value and need of protecting customers' rights which is the basis of consumer rights laws.

### *The Right to be Safe*

This right applies to the goods and services purchased by consumers. Injury or damage that consumers incur because of use of products or services is the responsibility of the manufacturer (**product liability**). As a result, many companies do comprehensive product testing to find any flaws or problems in their products before selling them on the open market.

### *The Right to be Informed*

Consumers have the right to information about the products that they buy. If product or goods information is not clearly and completely available to consumers, they are able to sue the company responsible. Groups that protect consumers' right to information are the Federal Trade Commission and the Food and Drug Administration. The Internet contains many deceptive marketing claims because it is a new area for consumer rights activists in the United States and elsewhere.

### *The Right to Choose*

In a competitive world, consumers have a right to choose among **competing brands** of goods and services. Ethical businesses encourage customers to "shop around," in order to find what they want to buy. Other companies may mislead and lie to customers in order to coerce them to buy a product which the customer may not want or need. This coercion is called **fraud** and is illegal. Fraud has become a serious problem for the telephone service industry, and others, in the United States.

### *The Right to be Heard*

Many companies are concerned about customer satisfaction. Some have responded to customer complaints about service and fraud. In some cases, groups within the company are assigned to address customer complaints and to rebuild customer trust in and loyalty to their products. Innovation and change in service and new product development occur within a company, often as a direct result of these efforts.

## *Employee Protection*

Typically, the areas of concern for employers in the United States regarding employee protection are these: equal employment opportunity for all citizens (regardless of their race, religion, sex or sexual orientation); respect for employees' diversity (religious and cultural), safety and health in the workplace; and high-quality products and services with consideration for environmental protection.

### *Equal employment opportunity for all citizens*

All citizens, regardless of race, religion, sex or sexual orientation, have a right to be considered for employment. This means that employers are not allowed to discriminate against an applicant on the basis of one or more of these factors. For example, it is illegal for an employer to refuse to hire a person because he/she is a member of a racial minority. The Equal Employment Opportunity Commission (EEOC) was established to ensure job opportunities for minorities and women.

### *Respect for employee diversity*

Employees have the right to work in an environment where their individual values are respected. In general, this means that an employee is not singled out or treated differently because of his/her race, religion, sex, or sexual orientation. For example, an employee is allowed to take a holiday for religious observances.

### *Safety Issues*

Historically, many employees have been subjected to extremely unsafe work conditions in the United States. Sweatshops produced life threatening working conditions for work with no fire exits and crowded work areas. Often this included young children working long hours for very low pay. As a result, the federal Occupational Safety and Health Administration (OSHA) was established to assure workplace safety and health. Worker safety is now a priority for almost all employers.

### *Quality of Life Issues*

In recent years, concern for employees' quality of life has become more common among employers. Businesses want their employees to be productive and to balance family and work life responsibilities. As a result, some companies have developed "flex-time" schedules, day care centers for children inside the company, on-site education and training programs for employees, and opportunities for work leave when a family emergency requires the employee to be with a new baby, a dying parent or other relative.

## CLASSROOM APPLICATIONS

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### PRELIMINARY LESSON PLANNING

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#### *Materials:*

- Make copies of the [Background](#) material from the beginning of this chapter. Cut the copies into several (5-8) strips to create "a strip story."
- Make an overhead transparency of [Basic Assumptions Driving the New Business Environment](#) (Appendix B). If a transparency is not possible, print copies and use as handouts.



### WARM UP ACTIVITY

---

**(approximately 10-20 minutes)**

#### *Objectives*

- To encourage students to think about what they already know--and believe--about social responsibility in business
- To introduce new vocabulary for students to use

#### *Procedures*

1. Introduce the topic, Social Responsibility.
2. Have students review the new vocabulary in [Appendix A](#). Give them approximately 5-8 minutes for this review. Ask for questions on any of the new words.
3. Ask students to choose one of the words from the list in Appendix A and tell a brief story about an experience they have had for which use of this term would be useful. Have students complete this step either in small groups or pairs.
4. Now, have students tell their stories. Help them to use the words on the list in Appendix A.
5. Tell students that they already know some things about social responsibility. Now, they will be learning even more by visiting web sites.



## ACTIVITY #1 -- STRIP STORY

---

**(approximately 20-40 minutes)**

In order to complete a strip story activity, students must use the following reading and thinking skills:

- A. Follow the "flow" of meaning of the text
- B. Read for meaning
- C. See how organization of a text works to create parts and whole
- D. Understand beginning, middle and end of a text
- E. Work in pairs

### *Objectives*

- To encourage students to apply the information contained in the [Background](#) section to their own lives
- To learn more about socially responsible business
- To understand the ways in which companies try to develop both an image and practices of ethical business

### *Procedures*

1. Tell students that they will now learn about social responsibility in business. In addition to vocabulary and concepts, they will also learn what some companies do to create an image, and business practices, in line with standards of business ethics.
2. Review the vocabulary in [Appendix A](#) with students. Make sure that students understand the meaning of the vocabulary. Tell students that they will now read a short text on the Background Social Responsibility in Business. Tell them that it is important that they understand the vocabulary before starting this activity.
3. Now place students in pairs based on reading proficiency. For example, highly proficient readers are paired; low proficiency readers work together and are asked to do only a half of the text. Teachers may wish to adapt this recommendation for use in their individual class settings.
4. Pass out the envelopes containing the 'strips,' one envelope to each pair, and ask each pair to produce one complete story. A 'strip story' is a text that has been cut into pieces; students must put the strips back together in order to create a coherent whole text. (Note: make sure to mix up the 'strips' so as not to hand the strips to students in order). Then, place the 'strips' in an envelope. Envelopes can be saved for use in a later class or activity.
5. Circulate to help students to develop the coherent text. This step should take students approximately 10 minutes to complete. Extending the time beyond 15 minutes will yield relatively low return in completion of the task.

6. When all pairs have finished ordering their 'strips,' ask one student per pair to read out the ordering. Note students' ordering decisions. Ask students to explain why they chose this order. Students will be eager to be handed "the right answer," that is, the text as you say it should be ordered. Allow time for all students to respond before giving them the original completed text.
7. Give students 4-7 minutes to compare their versions with the original. Ask them to speculate and consider why their order may have deviated from the original.
8. Finally, give the class an oral summary of the content of the Background reading. Include the main point(s) and the details. The summary should be no longer than 1/2 page of notes (3-4 minutes lecture).



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## ACTIVITY #2

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**(approximately 30 minutes)**

### *Objectives*

- To provide opportunities to apply the information in the [Background](#) section to the future of business
- To expand students' abilities and confidence in questioning authority
- To use the Internet to gain information and communicate with others about social responsible business

### *Procedures*

1. Look at the information presented in [Appendix B](#), "Basic Assumptions Driving the New Business Environment<sup>2</sup>.
2. Now, tell students that they will use the concepts and vocabulary learned in the Background to think about social responsibility for businesses in the 21<sup>st</sup> century. Review the material in Appendix B with students.
3. Once the students are clear on the contrasts and changes in business assumptions between now and the 21<sup>st</sup> century, have them consider the right-hand column in terms of social responsibility.
4. Tell students that they will discuss socially responsible business in the future. Write these questions on the blackboard:
  - A. What will companies have to do in the future in order to maximize chances for socially responsible business practices?
  - B. What specific industries face the most challenges in terms of social responsibility in the 21<sup>st</sup> century?
  - C. How can these challenges be addressed?

---

<sup>2</sup> From *Doing Business Internationally – The Workbook for Cross-Cultural Success*, by Terence and Danielle Walker.

D. Choose one (or two) of the contrasting assumptions. Use the Internet to find an example of a company that seems to be ready for the 21<sup>st</sup> century. Find one that does not seem ready. Be ready to explain your choices.

5. Have students share their answers to 4A – 4D above. There are several ways of having students do this:
  - A. Record a student making a presentation to a company. The student represents a consumer activist group and offers reasons why the company must change its practices in order to be in line with 21<sup>st</sup> century socially responsible business.
  - B. Have each student write a journal entry reviewing a personal experience with a company and apply some of the information using at least six of the eight words in the vocabulary list, found in [Appendix A. vocabulary list](#).
  - C. Record a conversation between students in which they analyze and interpret the results of their web searches regarding companies' preparations for socially responsible work in the 21<sup>st</sup> century.



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## COOL DOWN ACTIVITY

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**(approximately 5 minutes)**

### *Objectives*

- To wrap up the lesson
- To provide opportunities for students to reflect on what they have learned

### *Procedures*

1. Tell students that this is the end of the lesson on Socially Responsible Business and Doing the Right Thing. Tell them that they now have much more information and knowledge on this topic than they previously had.
2. Tell students that now they will be considering some of the ideas presented here in terms of their own national context. Have them complete the questionnaire in [Appendix C](#).
3. Have students discuss their responses.



## LESSON EXTENSIONS

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Students can have a debate on product safety. One side represents the company, the other the consumer. Have students prepare a dozen questions. Establish clear ground rules and make sure students understand them. At the end of the class, students can vote on whether the company or the consumer group presented a stronger case.

- Students should visit several of the web sites included in the [Internet Resources](#) section. They should choose a product and an ethical issue of interest to them. Ask them to find out about the product and an ethics issue. They should draw on information obtained at the site, as well as that presented so far in these chapters. Students can add to the list of useful terms and concepts ([Appendix A](#)) and learn about products that interest them. Students can present their findings to the class, another class, or even to a group outside of class – a consumer rights group or a parent group. Alternatively, have students participate in activities in electronic chat rooms and bulletin boards where they can register their concern and interest.
- Students can find out about an employee issue. They should determine which one (or more) violations of employee protection (see [Background](#)) may have been committed. They should try to interview stakeholders – the employee, the supervisor, consumer groups, or others. Students can also write a letter to the company, to the editor of a newspaper, or a university professor with expertise in the area. For example, if there is a rumor of a product for children being unsafe, the student can contact the manufacturer and interview him/her on the safety issue of the product; write a letter to the editor of a newspaper; or contact a researcher at a university with interest in safety features of this product or one like it.

## INTERNET RESOURCES

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### Exploitable Content

Links are provided at all of these sites for additional potential lesson content.

<http://www.burgerking.com/home.htm>

*Burger King*

This corporation describes its commitment to community and nutrition. There is also a kids' club on this web site. Visit and find out what socially responsible work Burger King does.

<http://www1.umn.edu/humanrts/links/gbrhumanrts.html>

This site provides corporate social responsibility reports on business ethics, environment, corporate citizenship, human rights and workplace issues.

<http://www.metgroup.com/content/index.php?pid=20>

Services for globally responsible businesses from Met Group. Organizations that focus on the triple-bottom line – integrated and improved economic, environmental and social – are ideally positioned to seize this opportunity. We literally wrote the book on socially responsible marketing: *Marketing That Matters: 10 Practices to Profit Your Business and Change the World* (co-authored by MG Creative Director/President Eric Friedenwald-Fishman, published by Berrett-Koehler and now published in English, Spanish, Portuguese, Chinese, Japanese and Korean).

<http://www.corpwatch.org>

*Corporate Watch*

This site contains information on companies that commit crimes and misdeeds.

<http://www.poclad.org>

*Program on Corporation, Law, and Democracy*

On this site, progressive activist organizations provide articles and analysis of the role of corporations in society.

<http://www.diversitynews.com/>

*Diversity News*

News and information on diversity in business. A business publication serving a diverse work community. Find out how it's done on this site!

<http://businessroundtable.org/>

*Business Roundtable Issues Information*

Task forces, headed by CEOs, focus on specific issues. The groups conduct studies, develop policy recommendations, and lay out plans of action. Links to issues: corporate governance, government regulation, civil justice reform, and health and health and retirement.

<http://www.oneworldtrust.org/>

*One World Broadcasting Trust*

This organization strives to advance public understanding of global development issues through creative and collaborative use of media. Its Web site provides guides that aim to challenge and inform, questioning assumptions and suggesting alternatives to a variety of subjects – ethical consumerism, child labor, trade, etc. The guide to Transnational Corporations ([http://www.oneworldtrust.org/index.php?option=com\\_content&view=article&id=89&Itemid=85](http://www.oneworldtrust.org/index.php?option=com_content&view=article&id=89&Itemid=85)) is of particular relevance to this chapter.

<http://www.iccwbo.org/>

*International Chamber of Commerce (ICC)*

The ICC promotes an open international trade and investment system and the market economy. Topics addressed by this site include business and society, business law, and extortion and bribery.

<http://corporate.ford.com/>

*The Ford Motor Company: Better ideas*

This site provides information about corporate citizenship in the Ford Motor Company.

<http://www.citizen.org/trade/>

*Public Citizen Global Trade Watch*

As a coalition of over 600 development, human rights, labor, environment and consumer groups from around the world, with representation in over 70 countries, this group considers the draft Multilateral Agreement on Investment (MAI) to be a damaging agreement because the intention of the MAI is not to regulate investments, but to regulate governments.

### Official Documents

Find useful documents at the web sites of large corporations and other businesses and business-related organizations:

<http://www.bbb.org>

*The Better Business Bureau*

This organization encourages ethical standards for businesses and promotes good relationships between businesses and the public.

<http://www.usda.gov>

*The United States Department of Agriculture*

This U.S. government agency oversees agricultural commodity research and promotion programs.

<http://www.osha.gov>

*Occupational Safety and Health Administration (OSHA), U.S. Department of Labor*

The mission of OSHA is to save lives, prevent injuries and protect the health of America's workers.

<http://www.cpsc.gov>

*U.S. Consumer Product Safety Commission (CPSC)*

CPSC, an independent Federal regulatory agency, helps keep American families safe by reducing the risk of injury or death from consumer products.

<http://www.fda.gov/Safety/Recalls/default.htm>

*SafetyAlerts*

This site serves as a database and news source for consumers of toys, foods, baby items, autos and child care equipment.

[\(Back to Extensions\)](#)



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## APPENDIX A

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### Useful Terms and Concepts

**Socially responsible business-** Management's acceptance of the necessity of equal balance in decision making among the following business considerations: profit, consumer satisfaction, and societal well being

**Boycott-** An organized attempt to keep the public from purchasing the goods and services of a firm due to ethical considerations

**Activists-** People who take up the cause of a given ethical issue; these are usually individuals who are organized and focused on a specific ethical issue. For example, a group of animal rights activists formed a group called "PETA." Members of PETA do not approve of killing minks in order to make mink coats.

**Consumerism-** Public demand for business people to consider consumers' wants and needs in making business decisions and providing goods and services

**Product liability-** Claims made against the assets of a company by an individual or group for negligence in design, development, and sale of products

**Sue-** To file a claim in a court of law for damages caused by a company's failure to provide products in line with advertising and consumer rights

**Competing brands-** When more than one company produces the same product, the brands are in competition with one another. For example, in the soft drink industry, Coca-Cola and Pepsi are two competing brands. They are competitors.

**Fraud-** Lying or misrepresenting the truth in a business situation; an illegal action in business

[\(Back to Warm Up Activity\)](#)

[\(Back to Activity #1\)](#)

[\(Back to Activity #2\)](#)

[\(Lesson Extensions\)](#)



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## APPENDIX B

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<b>Basic Assumptions Driving the New Business Environment</b>	
<b><u>1980s and Before</u></b>	<b><u>1990s and After</u></b>
Continuity	Change
Planning	Coping with the unexpected
Management	Facilitation
Instruction	Learning
Individuals	Project Groups and Teams
Knowledge	Competence
Uninformed customers	Demanding customers
National borders	Freedom of movement

[\(Back to Preliminary Lesson Planning\)](#)

[\(Back to Activity 2\)](#)



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## APPENDIX C

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### Questionnaire on Social Responsibility in International Settings

*Answer each question below using the following scale:*

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

\_\_\_ 1. Socially responsible business is a problem in the world today.

\_\_\_ 2. Employees must determine on their own to what extent they will be concerned about social responsibility.

\_\_\_ 3. The consumers' right to be safe is a concern for all businesses.

\_\_\_ 4. Some information should be not made available to consumers (consumers' right to be informed).

\_\_\_ 5. Consumers' right to choose among competing brands is not of interest to most businesses.

\_\_\_ 6. In the future, businesses will be required to have all their products approved by consumer groups before they go on the market.

\_\_\_ 7. Quality of life issues are not a concern for business.

\_\_\_ 8. Companies should make sure they hire a diverse workforce.

\_\_\_ 9. Safety is the number one concern for businesses in the 21<sup>st</sup> century.

\_\_\_ 10. My biggest concern about socially responsible business in the 21<sup>st</sup> century is  
\_\_\_\_\_

[\(Back to Cool Down Activity\)](#)



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# CHAPTER 6

## MASS COMMUNICATIONS AND ETHICS - TELEVISION

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This chapter will introduce the topic of ethics in mass communications, particularly television. In today's world there is little doubt that television is the most widely accessible and powerful educational and informational force. Television ethics, therefore, is of particular interest to many English teachers and their students. For more and more people, television is the way in which they get news and information about the world. Because it is one form of media used to transmit information and entertainment, it is particularly prone to ethics concerns.



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### BACKGROUND INFORMATION

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#### **Advantages and Disadvantages of Television**

Television communication offers a variety of advantages and disadvantages to the programmer, advertiser, and viewer. For programmers and advertisers, the advantages of television include mass coverage throughout the world, re-play of programming and advertising, viewing flexibility (time and place), and prestige. ("I saw it on television" gives any statement interest and oftentimes validity).

The disadvantages of television are that the message is costly, and the message is temporary. Furthermore, television cannot be selective so that advertising and programs are sent to all audiences and cannot target specified groups.

Television offers viewers up-to-date information and entertainment; a choice of stations; and a connection with the world.

#### **Three Types of Television Service**

In most parts of the world, viewers can choose among three types of television service: commercial, cable, and public.

Commercial networks, like CNN and NBC, claim to have the ability to meet the information and entertainment needs of their viewing audience. These stations carry programs that are paid for by advertisers who, in exchange for their financial sponsorship, receive time on the air to advertise their products.

Cable stations, like ESPN (sports) and HBO (movies), generally target viewers interested in special topics. In the United States as well as other countries, people can purchase cable service for a variety of programs: history, wildlife, music, and movie stations, and other special interests.

Public television stations, like PBS in the United States, have little or no commercial sponsorship, and receive support from viewers, corporations, or governments. These public stations do not contain commercial advertising.

What are the issues for television ethics? What happens when a television station carries information that offends a viewer or group of viewers? What can parents do to ensure their children are not exposed to offensive or inappropriate television programming? What kind and how much advertising should television carry? When does news reporting on television become sensationalism? When do we censor violence and sex on television? Who decides and how? These are questions that media ethics experts encounter and that will be addressed in this chapter.

### How Television Ethics Works

Television networks usually try to exercise professional judgment and to avoid offending viewers. Some television networks have published codes of conduct to guide their efforts (see [Internet Resources](#)). In cases where a television station does offend a viewer or group of viewers, laws are in place to guide both the offended party and the television industry. Laws take over when ethics questions are not resolved between people representing two sides of an issue.

When a program or an advertisement offends a television viewer, several outcomes might occur. The following is a list of some of the ways in which viewers have, in the past, used their right to object to television programming or advertising, and registered their concerns about the ethics of television.

1. A viewer might write a letter of complaint.
2. A viewer might bring a legal suit against the television network or a specific department or individual employed by the network.
3. A viewer contacts a consumer group and registers a concern. The group, then, may present the concern of several viewers on the same topic in more public ways:
  - Letters to a local newspaper complaining about the programming or advertising;
  - Informal complaints (usually verbal in a meeting with representatives of the television network);
  - A public demonstration;
  - Formal complaints through a judicial body such as a court.

When the viewer or group of viewers and the television network in question do not resolve an offense, laws are in place to help resolve the dispute. Whatever means a viewer chooses to present a complaint, members of the television industry do not take it lightly. Because many television stations have received viewer complaints, professional television journalism groups have been established to guide ethical television programming and advertising. Sometimes, members of these groups are called upon to assist in legal cases. (For lists of organizations, see the [Internet Resources](#).)

The following activities will have students examine some cases that illustrate this process. They will evaluate their own television ethics and become better acquainted with the importance and value of ethics for all involved with television – viewers, television networks and advertisers.



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## CLASSROOM APPLICATIONS

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### PRELIMINARY LESSON PLANNING

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#### *Materials:*

- Make copies of [Your Call! A Survey on TV Ethics](#) for each pair of students.

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### WARM UP ACTIVITY-- YOUR CALL! A SURVEY ON TV ETHICS

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**(15-20 minutes)**

#### *Objectives*

- To provide opportunities for students to explore real-world topics in television ethics
- To introduce one of the web sites for students of television ethics
- To generate interest in learning about television ethics

#### *Procedures*

1. Place students in pairs. Urge students to work with a partner with similar English language needs. However, alternative forms of pairing are possible.

Distribute one copy of [Your Call! A Survey on TV Ethics](#). All are cases of a media personality trying to be humorous, but in some cases, breaching the code of ethics of the network.

**Note:** Canadian Broadcast Standards Council, Code of Ethics web site: <http://www.cbcs.ca/english/codes/cabethics.php> has further details on true cases.

2. Ask students to complete the survey with the terms "Abusive", "Discriminatory", "Neither" or "Both." In order to complete the survey, students must be certain to understand what these two terms mean. (See #4 below for definitions.)

3. In order to be determined offensive and worthy of discussion, a television network must have presented material that was either discriminatory, abusive, or both. Here are brief definitions of these terms for the purposes of this exercise:

**Discriminatory:** identifying someone in a negative way based on race, religion, sex, or sexual orientation

**Abusive:** rude, discourteous, sarcastic, slanderous

3. Upon completing the survey, students should discuss these cases, and give their opinions about them. Ask students "Which case did you find the most obvious to judge? The most difficult?" Alternatively, ask students, "If asked to do so, what procedures would you use to determine the outcome of these cases?"

For more information, see [Lesson Extensions](#).



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## ACTIVITY #1-- DOING IT OURSELVES: PREPARING A SURVEY ON TV ETHICS

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**(Part 1: 25-35 minutes; Part 2: 45-60 minutes)**

*Objectives (Part 1)*

- To expand vocabulary in television ethics
- To review a code of ethics in television media

*Procedures (Part 1)*

1. Read an online code of ethics for any television or media network. A good example can be found at this web address:  
<http://www.cbsc.ca/english/codes/cabethics.php>  
Others appear in the [Internet Resources](#) section of this chapter. Identify the salient parts of the code and write them down. Then, make a list of relevant words or expressions found in the code with their definitions. A sample item for your list from the web address above and a list of relevant words and expressions from the same web site can be found in [Appendix B-1](#).
2. Now, complete [Appendix B-2](#). Check students' work for correct spelling and definitions.

*Objectives (Part 2)*

- To consider the issues of television ethics with reference to a local television station and its viewer audience

- To design and carry out a survey, and present the results

### *Procedures (Part 2)*

1. Brainstorm questions with students for the survey. "What would you ask someone in order to get information about television ethics?" Discuss with students why some questions are more appropriate and useful than others in a survey. Encourage students to use some of the words and expressions they generated in completion of Part 1. Example questions that students might ask in their survey are below:

*Do you watch TV? If not, why not?*

*What kinds of programs do you watch?*

*Do you ever watch advertisements on TV? If not, why not?*

*What kinds of advertisements do you like?*

*What kinds of advertisements do you find offensive?*

Write the questions on the board.

The survey should include about 10 questions and have a variety of questions relevant to the context. Depending on time and student abilities, the survey might be carried out at the language program or school, in the neighborhood around the program or school, or even among students in other parts of the program or school.

2. Set parameters for the survey: How many informants? How long do students have to complete the survey? In what form should the results be submitted?
3. Have students write the survey. Each student should contribute one question. In a large class, pairs or small groups of students might submit the questions for the survey. Other groups of students may order and correct the items in the survey to avoid repetition of questions and inappropriate questions. Once designed, the survey should be distributed in draft form to students for final changes. To the extent that it is possible, students should be in charge of this step.
  1. Make sure that the survey is carefully proofread. Have student volunteers prepare the final draft and give it to the teacher for proofreading. Once corrected, copies of the survey are distributed to students, with each student receiving at least two copies of the survey - one for each of two respondents. (Those students who can manage more respondents will receive the corresponding number of copies of the survey).
  2. To prepare students to carry out these surveys orally, students should be guided through role plays in collecting the data. Discussion on how to approach and address survey respondents should be addressed here. **Note:** If the survey is to be handed to respondents in written form, instructions for students will be necessary. This will assure more reliable results.

3. Students may need to know how to identify suitable candidates for the survey. (Provide students with suggestions on how to choose prospective respondents. )
4. Now, students are ready to go out and collect the information for the survey.

Note: The survey can be conducted in the native language -- if student and informant both are native speakers of the same language; otherwise, it will be a rich language learning opportunity to conduct the survey in English.

5. In the following class, students report their results. Students will need guidelines for completing this step. *Suggested Guidelines for Reporting Survey Data* appear below.

#### *Suggested Guidelines for Reporting Survey Data:*

Students prepare a clean copy of the survey with data for each item on the survey and a summary of responses for the entire list of questions. Some students will want to interview and collect the data, while others may like to collate and analyze the data. In this way, all students can participate. The goal is to carry out the survey as effectively as possible, to put together the survey data, and to summarize the findings in a summary format.

Some guidelines for students in analyzing the results of the survey: (Count each response only once.)

1. Do not discard the survey papers, as you may need them later.
2. Record comments made by respondents that may not have been presented on the survey forms.
3. Make calculations, in line with statistical data collection.
4. Interpret results on the basis of statistical data and interview data.
5. Evaluate respondent comments and mathematical calculations to answer some questions about the respondents' views on TV ethics. Sample questions may be - What does the respondent believe about TV ethics? What issues are most important to the sample about TV ethics?



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## ACTIVITY #2 -- PRESENTING RESULTS OF A SURVEY ON TV ETHICS

---

**(approximately 30 minutes)**

#### *Objectives*

- To have a real experience with data analysis and presentation
- To learn about their community's attitudes on television ethics
- To use language in meaningful contexts

## Procedures

1. Make sure all students have a complete data set and all information about the survey data collection including results.
2. Ask students to prepare oral presentations of a designated length (2-5 minutes is sufficient for most students). Note: Teachers may want some students to make these presentations in a group.
3. In an effort to maintain a sense of authenticity, have individuals or groups make their presentations on different aspects of the survey. For example, ask each group to present the results on one question in the survey.
4. Give students the scoring criteria for the presentation.

Example:

10 points: Clarity of presentation of data

10 points: Use of terms studied

10 points: Quality of interpretation of the data

30 points (possible) Student Score: \_\_\_\_\_

5. Have students make their presentations in class. Identify what the audience should listen for in the presentations. Remember to compliment students for their performances in this new activity. Students are likely to feel a strong sense of achievement following this lesson.



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## COOL DOWN ACTIVITY-- WHAT CAN A PRIVATE CITIZEN DO?

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**(approximately 15 minutes)**

### Objectives

- To conclude the lesson
- To encourage those students with particular interest or expertise in media

### Procedures

1. Lead a discussion on media ethics and what the students have learned. Questions may include - What can a private citizen do to improve television programming? What ethical issues can your group address? Which ones must be handled by others - government? professional associations or individuals? corporate leadership? universities? What does the survey show us about the way some people (our respondents) view television ethics?
2. For those students who are interested in pursuing this topic, ask them to do one of the suggested extensions to the lesson, listed below, for extra credit.



## LESSON EXTENSIONS

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- Ask students to examine one of the sites listed below in the Internet Resources section for examples of television ethics cases and what has occurred to change the way television programming and/or advertising is managed.
- Have students interview a professional journalist and find out what he/she knows or has experienced in an ethical dilemma.
- Watch a movie on television. Ask students to identify dialog, incidents or issues that might create ethical dilemmas for them or for others.
- Look at a series of television advertisements. What can we learn about the ethics of advertising? What kinds of images do the various advertisements project about women, children, men, young people and the elderly? Are there breaches of ethical conduct in any of these advertisements?
- Write scripts for television advertisements that attempt to follow the code of ethics presented in the Corporation for Public Broadcasting at <http://www.cpb.org/ombudsmen/ethics.html>

[\(Back to Warmup\)](#)



## INTERNET RESOURCES

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### Classroom Activities and Lessons

<http://www.cbsc.ca/english/codes/cabethics.php>

*Canadian Broadcast Standards Council*

This web site offers a professional model for other networks with their CAB Code of Ethics, printed and described in detail on this web site. Links to the role of the Council, application of broadcasting act and regulations, broadcaster responsibility on the air, and many other topics of interest are linked and available starting here.

<http://www.rtdna.org/>

*Radio and Television News Director's Association*

This web site has codes of ethics and standards across the half-century, as well as a history of the association.

[http://www.rtdna.org/pages/media\\_items/code-of-ethics-and-professional-conduct48.php](http://www.rtdna.org/pages/media_items/code-of-ethics-and-professional-conduct48.php)

*Radio and Television News Directors Association (RTNDA)*

This web site lists the code of ethics adopted by the Board of Directors of the RTNDA.

[http://www.cjr.org/campaign\\_desk/wikileaks\\_alleges\\_collusion.php?page=1](http://www.cjr.org/campaign_desk/wikileaks_alleges_collusion.php?page=1)

*Columbia University Journalism Review*

The Columbia University Journalism Review publishes this web-based analysis daily. Please take a look at the piece they did recently on WikiLeaks. WikiLeaks, for those who may not know, is the name of the case described below. What do you think about WikiLeaks? Make an ethically sound judgment using your knowledge in this course!

<http://journalism.indiana.edu/resources/ethics/>

*How far is too far? A discussion of media ethics*

When does a newspaper go too far in reporting the news? At what point does news cease to be news and become sensationalism? Search current articles that discuss these points.

[\(Back to Background\)](#)

[\(Back to Activity #1\)](#)

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## APPENDIX A

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### Your Call! A Survey on TV Ethics

Below is a list of cases on television ethics. You decide which cases are **Abusive** (mark with "A" in the blank space), **Discriminatory** (mark with "D" in the blank space), **Both** (mark with "B" in the blank space), or **Neither** (mark with "N" in the blank space).

Note: Your teacher will give you the "answers" after a brief discussion on media ethics.

1. \_\_\_ Telling ethnic jokes on the radio.
2. \_\_\_ Telling jokes at an annual humor festival.
3. \_\_\_ A show in which people call in with stories of foolish mistakes.
4. \_\_\_ In talking about a specific ethnic group, the host addresses legal aid problems in one country.
5. \_\_\_ On a show, the host states that women do not think and cannot argue properly.
6. \_\_\_ Rewording a popular song to parody a member of government.
7. \_\_\_ A host discusses the reasons for the government to adopt a policy of bilingualism.
8. \_\_\_ The host of a radio program tells listeners where the police have set up radar to catch traffic violators.
9. \_\_\_ An oral advisory indicates that a film is thought-provoking and controversial.

[\(Back to Preliminary Lesson Planning\)](#) [\(Back to Warm-Up Activity\)](#)



## APPENDIX B-1

### A Partial List of Salient Parts of the Code of Conduct: Television (Sample)

Clause 1

Clause 2 - Human Rights

**Commentary for Clause 2 - Examples in these categories: Not all Discriminatory Comments are Abusive (radio and TV); other grounds for discrimination; Examples of Comments Found to be Abusively Discriminatory; Examples of Comments Not Found to be Abusively Discriminatory; a case of discriminatory humor**

Clause 3

#### 10 Relevant Words and Expressions (Samples from Clause 2)

<b>Discriminatory</b>	<b>Offensive humor</b>
<b>Abusive</b>	<b>National origin</b>
<b>Free speech</b>	<b>Derogatory</b>
<b>Ethnic origin</b>	<b>Degrading</b>
<b>Handicap</b>	<b>Complaint/complainant</b>

[\(Back to Activity #1\)](#)



APPENDIX B-2

**Salient Parts of a Media Code of Conduct with 10 Relevant Words and Expressions**

Student Name(s) \_\_\_\_\_

**Salient Parts of A Media Code of Conduct**

**10 Relevant Words and Expressions**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

[\(Back to Activity #1\)](#)



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## CHAPTER 7

# INTELLECTUAL PROPERTY: YOURS, MINE, AND OURS

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In this chapter students will learn about intellectual property, what it is and how the rights of individuals and companies are protected from **counterfeit** and **fraud**.

**Intellectual property**, like other property, is a matter of great importance for those who are involved in creating new ideas and information in any field of study or work, but particularly in science, technology and entertainment. In the 21<sup>st</sup> century – when information, ideas and artistic expression are more important than ever – issues of intellectual property have become increasingly important. Gaining more knowledge about intellectual property will provide students, teachers and the public in general, with current information on laws and issues related to intellectual property. Such information can increase chances for ethical business practices worldwide.

In this chapter, we will explore some issues dealing with intellectual property. Students will have opportunities to think about and explore their ethical principles and make judgments about real-world intellectual property rights and laws.

We will start with activities that provide opportunities for students to examine their views on intellectual property. After that, students will work with some real-world cases and examine intellectual property from two perspectives -- customers and business. Then, students will do research on a topic of interest. The activity will include writing a short research paper on an intellectual property issue of interest to students. The wrap-up activity will provide students with an opportunity to discuss and reflect on what they have learned. Extensions to lessons include a variety of activities that take students to the Internet for analysis and opportunities for in-depth study. A list of web references is provided for teachers and students to use in all activities.



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### BACKGROUND INFORMATION

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The World Intellectual Property Organization (WIPO) is an intergovernmental organization with headquarters in Geneva, Switzerland. It is one of 16 specialized agencies of the United Nations organization. WIPO is responsible for promoting the protection of intellectual property throughout the world through cooperation among states, and for administering the various multilateral treaties dealing with the legal and administrative aspects of intellectual property.

In this chapter, we will explore ways in which the mission of WIPO, an internationally recognized authority on intellectual property, has been implemented. In addition, we will present some classroom activities for learning more about intellectual property.

## What is Intellectual Property?

Intellectual property is the information that makes it possible for businesses to earn money. Business assets are protected by laws that state that the people who created the property have **exclusive rights** to use that property – for any purpose, but most often for profit.

A trademark is a symbol or brand that is owned by the person who created it. In the United States, a **patent** guarantees that an inventor owns the rights to profit made from an invention for 17 years. A **copyright** means legal and exclusive rights to written material, either published or unpublished.

Intellectual property comprises two branches: **industrial property** and **artistic property**. Industrial property refers chiefly to inventions, trademarks, industrial designs and appellations of origin. For example, the Coca Cola Company owns the symbol that is known around the world for the soft drink that Coca Cola produces. Patents and copyrights are chiefly for literary, musical, artistic, photographic and audiovisual works. For example, on the back of a compact disc (CD) box, there is (in very small print) information about the patent and copyright for the music on that CD.

Nowadays, there is a great increase in the amount of international business that is conducted around the world. More international business means more complex discussions about intellectual property. More international business creates new challenges for intellectual property experts. WIPO is an organization whose primary purpose is to address this challenge. While in one country there are laws protecting the rights of inventors and artists, there may not be such laws in another country. How do we resolve ethical and legal conflicts about intellectual property from one country to another? What legal guidance do we have, internationally, in resolving very different ethical and legal issues across national borders? What may be a violation of intellectual property in one country may not be a violation of intellectual property in another.

There are many counterfeit products around the world. Some countries do not allow counterfeit products to be bought and sold; other countries do permit the sale of these products.

Music is an easily counterfeited product. A number of artists, including Garth Brooks and Bruce Springsteen have actively pursued "CD bootleg operations" (individuals and groups who counterfeit compact discs).

"Video police" have received significant press coverage in their efforts to find bootleggers. Television sports programs and videos for home viewing carry disclaimers in some countries. These disclaimers specifically state that the videotape is for home use only and may not be copied or used for any purpose other than for home entertainment. Examples of other counterfeit products are Nike baseball caps, Tommy Hilfiger t-shirts, Rolex watches, and Chanel purses.

A substantial emphasis on the activities and resources of WIPO is devoted to promoting cooperation with the developing countries. In August 1998, over 170 nations were members of WIPO. Six additional states, which were not yet members, participated in treaties administered by WIPO.

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## CLASSROOM APPLICATIONS

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### WARM UP ACTIVITY -- WHAT DO YOU THINK? WHO OWNS WHAT?

---

#### *Objectives*

- To introduce and give a brief overview of the topic
- To activate background knowledge

#### *Materials:*

- Make copies of ["Who Owns What?" Appendix C](#)

#### *Procedures*

1. Give students copies of the handout. Tell them to look at the cases presented and decide who owns what. The first one is done for you.
2. Discuss the salient issues: differences among students' responses as well as the differences between customers and business and possible explanations.



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### ACTIVITY #1 -- VIEWPOINT

---

#### *Objectives (Part 1)*

- To allow students to share what they know/think about intellectual property
- To discuss the topic from two viewpoints – customers and business

#### *Procedures (Part 1)*

1. Tell the students that the lesson is on intellectual property. Ask students to state what they know about this concept. If responses are enthusiastic and detailed, skip to step 2. If responses are low, ask students to take apart the term and separately define "property" and "intellectual." After students define the term, read the definition of intellectual property from the [Background](#).
2. Tell students that the first activity will be to discuss and take notes on the topic of

intellectual property.

3. Explain that people and cultures have different ideas about intellectual property. Even within the same culture, some people believe that the ethics of intellectual property is one of the most serious issues facing the world today, while others think that the issue is 'over-blown' and an unnecessary consideration. Customers and the public do not see the threat of counterfeit products. Businesses, on the other hand, lose profits when their logos are stolen.
4. Now, tell students that they will discuss and analyze the issue of intellectual property from the point of view of customers and businesses. To do this, they will use several real world (and adaptations of real world) examples.
5. Divide the class into two groups, one "Customers" and one "Business". Give [Appendix B1](#) to the "Customer" group and [Appendix B2](#) to the "Business" group. Ask students to write down a list of three or four examples of violations of intellectual property rights. Then, ask how that issue affects the group they represent. Finally, explain briefly what the government might do to support an ethical response to the violation. Several examples are provided to encourage a start to the discussion. For some student groups, the teacher may want to discuss the case stated.
6. Have students work on the lists for about 20-30 minutes and then, have groups present to each other.

Note: Refer to this web site for cases of recent, authentic intellectual property cases internationally: <http://www.wipo.int/portal/index.html.en>



## ACTIVITY #2 --YOU BE THE JUDGE

---

### *Objectives*

- To allow students to further explore an intellectual property issue
- To practice using the vocabulary and expressions in [Appendix A](#).

### *Procedures*

1. Ask students to identify from Activity #1 one violation of intellectual property rights about which they would like to know more. Tell them that they can choose one from their own list or from another student list or even a violation that came up in the discussions ([Warm Up](#) or [Activity #1](#) discussions).
2. Have students identify the salient points about the issue: What is the property? Who are the stakeholders? What are the implications for each stakeholder group or individual? What are the legal systems in place to support an ethical outcome to this issue? What precedent cases would support an ethical outcome to this issue?
3. Ask students to visit 5-6 web sites to address the intellectual property issue in which they are interested. They should take notes from each source. Students may also wish to seek information from written materials, like newspapers, magazines, journals, etc.
4. Tell students that they will write a short research paper in which they will address the intellectual property issue. The paper should be presented orally to the class in one week.

5. Identify the intellectual property issue. This can be an issue of patent violations or copyright infringement in the arts – music, dance, sculpturing, painting, or even writing. It might be a matter of industrial usage of intellectual property including use of a logo, stealing of a product without crediting the name of the owner, or another industrial property issue.
6. Tell students to write down all of their ideas about this issue and organize the ideas into categories. Write a topic sentence for each of the categories. Have students support every topic sentence with examples from their life experiences, from written materials, or from Internet sites. For example, maybe when they were children, someone copied their test papers. What would be the position on this intellectual property issue. Students might consider using an extract from a newspaper article if their topic is on the privacy rights of an important person.
7. Tell students that they can take the position that the intellectual property rights were not infringed upon or that intellectual property rights were violated and that there should be compensation.

Note: Teachers may need to adapt this assignment to accommodate the particular needs, interests and written academic language proficiency of the students.



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## COOL DOWN ACTIVITY -- WHAT DID WE LEARN?

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### *Objectives*

- To reflect on what students have learned about intellectual property rights

### *Procedures*

1. Ask students to relate what they have learned about in this lesson. This activity can be done as a discussion or in a written "Dear Teacher" letter format.



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## LESSON EXTENSIONS

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- Visit a web site listed in the [Internet Resources](#) section or below to analyze and learn more about a specific case or an issue on intellectual property rights.
- Students can respond to one of the "Comments" boxes on the WIPO or other web sites in order to engage in an international discussion on the topic of intellectual property rights.

- Students may visit a business or newspaper office and learn how intellectual property rights are addressed in a particular industrial or professional setting.
- Students can review national, province/ state, or local documents that provide the legal precedent and background for protection of intellectual property rights. In areas where such documents are not available, students may also address the issue of the protection of physical property and decide if such laws are applicable for use in cases of intellectual property rights protection.
- Students might debate the issue of the value of intellectual property rights protection. In the [Internet Resources](#) section of this chapter, there are sites in which opponents of intellectual property rights protection voice their viewpoints. These sites may help students prepare for such a debate.
- Visit the WIPO site and identify one text of a treaty or convention to read and analyze <http://www.wipo.int/portal/index.html.en>
- Go to one of the Intellectual Property Offices on the Internet, which you can find via the following web site, and find out what some countries do in terms of intellectual property protection -- for both industrial and creative property.



## INTERNET RESOURCES

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### Exploitable Content

<http://www.wipo.int/treaties/en/>

*Texts of Treaties administered by the World Intellectual Property Organization (WIPO)*

[http://www.wipo.int/about-wipo/en/what\\_is\\_wipo.html](http://www.wipo.int/about-wipo/en/what_is_wipo.html)

*What is WIPO*

The World Intellectual Property Organization (WIPO) is an intergovernmental organization with headquarters in Geneva, Switzerland and part of the United Nations. Use this site for activities on specific countries and on international intellectual property issues.

[http://ipmall.info/hosted\\_resources/fplchome.asp](http://ipmall.info/hosted_resources/fplchome.asp)

*Intellectual Property Mall*

The IP Mall is an internationally acclaimed IP resource Web site providing information and links to the most valuable online resources in the world. This site offers a broad range of resources on intellectual property including a library, tools and strategies corner, patent searching academy, user guide, USPTD patent exams, Franklin Pierce Law Center IP course exams, and Intellectual property courses on-line. Useful for teachers and students who want in-depth information on a topic.

<http://www.ala.org/ala/issuesadvocacy/copyright/intellectualproperty/index.cfm>

*Copyright and Intellectual Property*

The American Library Association (ALA) site provides links to news and resources in the area of copyright and intellectual property.

<http://www.ipmenu.com>

*Intellectual Property News*

A global guide to intellectual property resources on the Internet for users and researchers in the field of intellectual property; The system is indexed by country or property (e. g., patent, trademark, etc.). Links to dozens of Internet sources in intellectual property

<http://www.intelproplaw.com>

*Intellectual Property Law*

The intellectual property law site provides information about intellectual property law including patent, trademark and copyright. Resources include comprehensive links, general information, and space for professionals to publish articles and forums for discussing related issues.

<http://onlineethics.org>

*Onlineethics.org -- The Online Ethics Center for Engineering and Science*

This site provides engineers, scientists, and science and engineering students with resources useful for understanding and addressing ethically significant problems that arise in their work, and serves those who are promoting learning and advancing understanding of responsible practice in engineering and science.

<http://www.bpla.org/>

*Boston Patent Law Association (BPLA)*

This organization provides educational programs and a forum for exchange of ideas and information concerning patents, trademark, and copyright law issues.



## Official Documents

<http://ethics.iit.edu/index1.php/Library/Resource%20Guides/Ethics%20Resources%20Online#Cases>

A compendium of ethics cases – across professional and scientific fields! Read about real-world ethical struggles and how they have/have not been resolved!



## Web Sites against Intellectual Property

<http://www.wipo.int/about-ip/en/studies/> Learn more about issues in intellectual property law – including issues in countries worldwide – music, science and other fields, too at this site for the World Intellectual Property Organization.

Intellectual property plays an important role in an increasingly broad range of areas, ranging from the Internet to health care to nearly all aspects of science and technology and literature and the arts. Understanding the role of intellectual property in these areas - many of them still emerging - often requires significant new research and study. In an effort to promote informed discussion of the intellectual property issues involved in these fields, WIPO regularly produces various explanatory publications on current issues of interest. A selection of the texts of these publications is available below.

WIPO also occasionally commissions studies by various organizations or individuals on similar issues relating to intellectual property. The views expressed in these studies, also available below, are those of the authors, and do not necessarily represent the views of WIPO.

[\(Back to Background\)](#)

[\(Back to Lesson Extensions\)](#)



### List of Terms and Expressions

**Artistic property** - One type of intellectual property such as literary, musical, artistic, photographic and audiovisual works; protected by patents and copyrights

**Copyright** (noun and verb) - To establish exclusive rights to written material – published or unpublished (**Copyrighted** is the adjective)

**Counterfeit** (noun, adjective and verb) - One thing that imitates another; production of such an item without lawful authority; forged, false (adj); an impostor, fake (noun)

**Fraud** (noun) - Deceit, trickery; intentional cheating or deception (**Fraudulent** is the adjective; to **commit fraud** is the verb.)

**Exclusive rights** - Ownership and rights for use only for the person who has created the product or idea

**Industrial property** - One type of intellectual property such as inventions, trademarks, industrial designs and appellations of origin; protected by patents and copyrights

**Intellectual property** - Information that makes it possible for businesses to make a profit

**Patent** (noun, verb) - A legal document that guarantees an inventor exclusive rights to an invention – in the U. S., for 17 years; verb: to create such a document

[\(Back to Activity #1\)](#)



APPENDIX B-1 & APPENDIX B-2

<b>Customer Perspective(B1)</b>		
<b>Violation</b>	<b>Effect on Customers</b>	<b>Possible Government Response</b>
1. Olympic symbol copied	Misinformation about the Olympic symbol	See Nairobi Treaty on Protection of the Olympic symbol
2.		
3.		
4.		

<b>Business Perspective (B2)</b>		
<b>Violation</b>	<b>Effect on Business</b>	<b>WIPO Response</b>
1. Olympic symbol copied	Misinformation about the Olympic symbol	See Nairobi Treaty on Protection of the Olympic symbol

[\(Back to Activity #1\)](#)



### Handout -- WHO OWNS WHAT?

1. A well-known T-shirt manufacturer's logo is used on T-shirts produced in another country. Who should get the profits for the sales of the T-shirts?

*Some people say that the T-shirt manufacturer should get the profits because what is being sold is the logo, not the T-shirt.*

2. Some software is loaded on a computer at a large company. Employees are downloading the software for use on their home computers. Should someone pay? If so, who? How much? Why?
3. A television program uses the same plot and characters of another show. Should the program obtain permission to use the copyrighted elements of the original show? Why/why not?
4. A student in the class copies this handout and uses it in her business class at the university. Is that a violation of the copyright of these materials?
5. A teacher uses an article from the newspaper in her class. She copies the article and gives it to her students. Have intellectual property rights been violated? If so, whose? If not, why not?
6. A company makes copies of a famous painting. The company sells the copies. Who should pay for the right to copy these paintings? Why?
7. An architect copies the design of a building and sells it to a client. Whose intellectual property rights have been violated? What should be done? Who should pay?

[\(Back to Classroom Activities\)](#)



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## CHAPTER 8

# ETHICAL INVESTING – PUT YOUR ETHICS WHERE YOUR MONEY IS!

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Investing money has always concerned those who want to be financially responsible. Now, more than ever, investing one's money is a social responsibility as well. In this chapter, students will learn about some of the issues for ethical investing. The topics chosen will give an overview of some of the rewards and challenges of responsible financial investments. The [activities](#) will provide teachers with some tools for teaching about ethical investing. The extensions to the lessons offer opportunities for further study and analysis for those who are particularly interested in the topic of ethical investments. A list of useful [terms and expressions](#) gives students definitions of key terms. The list of [Internet resources](#) offers information and resources for in-depth study and discussion.

Companies and individuals in the 21<sup>st</sup> century will use their money to make more money. However, there are ethical ways of doing this. In this chapter, we will look at some ways in which professional investors help companies and individuals to make ethical decisions about where they will invest their money.



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### BACKGROUND INFORMATION

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Ethical investing means **allocating** financial resources, taking into consideration both economic and social **criteria**, with the goals of maximizing the potential financial and social returns to both the **investor** and the **investee**.

#### What Is Needed For Ethical Investments?

In order to make sure that you are making an ethical investment, you need three types of resources:

1. A certified professional financial analyst
2. Information about the company or companies in which you are considering investing
3. Criteria to guide you in choosing ethical investments

The information below will help you discuss this topic.

## Certified Professional Financial Analysts

Financial analysts, like all professionals, must be recognized as competent by a professional group (usually peers) who **certify** their skills as being minimally competent in order to do the work they are paid to do. In the United States financial analysts or professional investors are certified and licensed.

Standards of practice are established and used by financial analysts for certification purposes. A professional standards commission or association guides certification and licensure of individuals who want to be financial analysts.

The commission or association is guided by a set of rules: Standards of Practice. One example of such a list of standards, with descriptions of how to use the Standards, appears on this web site: <http://www.cfainstitute.org/ethics/codes/ethics/Pages/index.aspx>. In addition, there is a handbook that guides financial analysts in their work. This handbook is available at the same site.

In order to make ethical decisions about investments; people need professional financial analysts who advise them on making investment decisions. Those individuals, in turn, are guided by standards, as described above.

However, people need more than good advice in order to know how and where to invest money in a socially responsible way. They need current and accurate information about investments.

## Information about Companies

In order to make ethical investments; we need information and knowledge about the **stock market**, the companies that sell stocks, and how they use invested money.

The Internet has become a powerful worldwide tool for ethical investments. Anyone in the world who has access to the Internet can get detailed and up-to-the-second information on any and all factors that influence **socially responsible investing**.

What do we learn about socially responsible investing on the Internet? The following list of important factors about ethical investments answers that question:

1. International news – wars, peace agreements, emerging conflicts between nations, and any major decisions made by the leaders of countries
2. National news – government decisions and changes, announcements by financial leaders (both government and private), banking and interest rates, and accidents
3. Regional or local news – in some cases, events that occur in one city can have a "**ripple effect**" on the international stock scene. For example, when Tylenol, an over-the-counter drug produced in the U.S., was found to be contaminated in a Chicago suburb, stock prices for pharmaceutical products of all kinds plummeted.

4. Even **offhand comments** made by high-profile leaders in a given region or locality can influence the stock market in that region and beyond. Such comments are likely to be important to the ethically conscious investor.

## Criteria for Ethical Investing

Ethical investing means that we should select investments that meet two criteria:

1. The companies are performing well as financial investments
2. The companies' products do not cause illness, disease or death; destroy or damage the environment; or treat people with disrespect

When choosing a company or organization in which to invest, we should consider these criteria. If we were concerned about ethical investments, we would, for example, probably not invest in a company that sells cigarettes because the product violates criterion #2 above: cigarette smoking has been shown to cause illness and death. Some investors would consider this to be unethical.

## How to Choose Ethical Investments

Now that we know what we need in order to make decisions about ethical investments, how do we go about choosing the company or companies in which to invest money?

First, we focus primarily on the effects of the company's products and services. For example, if the company's products or services cause people to be healthy, improve the environment and empower people, we know that these are highly ethical companies. We might want to invest in these companies if they also meet the second criterion. We would not invest in a company only on the basis of its ethics, but on the basis of ethics in combination with its financial performance.

Second, we would list the benefits of investing in a company: How might our money support ethical causes? For example, if our investment in a coffee company were to improve the standard of living of the farmers working in the country or region where the company operates, we might want to invest in that coffee company.

These criteria for evaluating companies are highly **inclusive**. If we look carefully, we can find some opportunities for investments that will perform well and benefit society.



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## CLASSROOM APPLICATIONS

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*Materials:*

- Make and distribute copies of the [Background](#) information for all students

- Arrange for students to access the Internet during class



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## WARM UP ACTIVITY -- PRE-READING: WHAT DO I ALREADY KNOW ABOUT INVESTING?

---

### Objectives:

- To introduce the topic of ethics in investing
- To activate students' interest and background knowledge
- To introduce key terms

### Procedures:

1. Explain that today's lesson is on ethical investing. On the blackboard, write and then read aloud, the following definition of ethical investing, taken from the Background Information:

*Ethical investing means allocating financial resources with consideration for both economic and social criteria.*

2. Now, ask students to tell you what they know about investing and what they think the sentence means. Encourage students to expand on their definitions with examples from their experiences. For students who may have difficulty, teachers may wish to provide a few minutes for paired or small group discussion. Teachers can assist students during this time.
3. After the discussion, one student from each pair or group might tell what he/she thinks the statement means. In addition, students may want to discuss
  - a. Who would invest their money in any company?
  - b. Why invest in one company and not another?
  - c. What could an investor do if a company engages in unethical business?

### Troubleshooting:

A basic principle used by investors to make money is this: If I carefully invest money, I hope to get more. As in any lesson, teachers will judge what to do and how to present the material and guide the discussion on investment in order to meet the needs of the students in the class.



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## ACTIVITY #1 -- OUTLINING THE READING

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### Objectives:

- To introduce basic concepts in Ethical Investing
- To generate new knowledge on the topic of Ethical Investing

- To help students gain confidence in discussing the topic.

*Procedures:*

1. Write the following main sub-headings from the [Background](#) information on the blackboard:
  - a. What do you think is needed in order for someone to make sure they are making ethical investments?
  - b. How would an individual select an ethical investment?

[Note: These headings, like the definition above, are taken directly from the Background text and represent some of the critical information needed in order to learn more about ethical business investments.]

After the discussion, the teacher will give students a text of the Background section and ask them to read it individually, in pairs, or in small groups. The teacher can also lead a "round robin reading" of the Background in small groups, with each student reading a section. If the teacher wants to check the students' understanding the teacher can ask students (individually) to read a paragraph, and then to paraphrase the paragraph for the class or for a small group of students.

The outline template below will assist students in completing this step:

## Outline of the Reading

What do you think is needed in order for someone to make sure they are making ethical investments? [Hint: There are 3 things.]

1. \_\_\_\_\_

Details:

- a. \_\_\_\_\_
- b. \_\_\_\_\_

2. \_\_\_\_\_

Details: [Hint: According to the reading, Detail 2b has more information than Detail 2a.]

- a. \_\_\_\_\_
- b. \_\_\_\_\_

3. **Criteria for ethical investing**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
  - i. \_\_\_\_\_
  - ii. \_\_\_\_\_
  - iii. \_\_\_\_\_

How would one go about choosing an ethical investment?

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

## ACTIVITY #2 -- FIND AN ETHICAL INVESTMENT

---

### *Objectives*

- To use and apply criteria from [Background](#) (above)
- To surf the web in search of companies
- To explain reasons for choices in investments

### *Procedures*

1. Review the material in the Background section. Make certain that the students understand the section entitled, "Criteria for Ethical Investments."
2. Have students find a minimum of ten companies on the Internet. Several companies are listed in the [internet resources](#) section of this chapter.
3. Ask students to find as many companies as they can which meet the criteria for ethical investments. Have them list those companies and explain why they think that these companies meet the criteria.

*Note:* Teacher may wish to remind students that there are very few companies that meet the criteria.



## COOL DOWN ACTIVITY -- WHAT DID WE LEARN?

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### *Objectives*

- To conclude the lesson
- To assess students' learning

### *Procedures*

1. Have the students discuss (whole class) what they learned in this lesson and on the blackboard, list all points mentioned. Try to involve all students in the discussion.
2. Now, ask students to list ideas for using their knowledge about ethical investing. Write these on the blackboard.



## LESSON EXTENSION

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How does the Philip Morris Company market itself on the web as an ethical choice for private investment? Check their tobacco web site <http://www.philipmorrisusa.com/> and respond. Interview classmates or others on their attitudes about cigarettes and tobacco sales.

## INTERNET RESOURCES

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### Exploitable Content

- <http://www.greenmoney.com>  
*The GreenMoney Online Guide*  
This site promotes the awareness of socially and environmentally responsible business, investing and consumer resources. Visit this site for investment guidelines and links to screening for cruelty free/environmentally oriented investing.
- <http://www.socialinvest.org>  
*Social Investment Forum*  
The Social Investment Forum is a national non-profit organization of members who promote the concept, practice and growth of socially responsible investing. This site offers comprehensive information, contacts and resources on socially responsible investing.
- <http://www.goodmoney.com>  
*Good Money Homepage*  
This site provides information about how people can use the power of their money as investors, consumers, and businesspeople to bring about the changes necessary to improve social and economic conditions throughout the world.
- <http://www.ethicalinvesting.com>  
*Ethical Investing*  
A guide to ethical investment resources, with links to the topics of investing – techniques and philosophy of ethical investing; Internet resources for ethical investing.
- <http://www.socialinvest.org/resources/sriguide/srifacts.cfm>  
Socially Responsible Investing (SRI) is a broad-based approach to investing that now encompasses an estimated \$3.07 trillion out of \$25.2 trillion in the U.S. investment marketplace today. SRI recognizes that corporate responsibility and societal concerns are valid parts of investment decisions. SRI considers both the investor's financial needs and an investment's impact on society. SRI investors encourage corporations to improve their practices on environmental, social, and governance issues. You may also hear SRI-like approaches to investing referred to as mission investing, responsible investing, double or triple bottom line investing, ethical investing, sustainable investing, or green investing.
- <http://www.socialfunds.com>  
*SocialFunds.com -- Socially Responsible Investing*  
This site has over 1000 pages of strategic content to help you make informed investment decisions regarding socially responsible investing.

### Useful Terms and Expressions

**Allocating** - (verb): allot, earmark, set apart, appropriate

**Certify** -(verb): vouch, verify

**Criteria** - (noun, plural): standard, measure, yardstick (singular: *criterion*)

**Inclusive** - (adj): full; including everything; comprehensive

**Investor** - (noun): entrepreneur, capitalist, businessman/businesswoman

**Investee** - (noun): The company in which an investor or entrepreneur puts his/her money.

**Offhand comments** - (noun phrase, idiom): verbal remarks that are made without a great deal of planning or forethought; for example, a high level official makes an informal or unplanned comment about the future of the stock market

**Ripple effect** - (noun phrase, idiom): when one action influences other actions

**Socially responsible investing** - (noun phrase): putting money into a company whose actions and products do not cause disease or death; do not destroy or damage the environment; and treat people with respect

**Stock market** - (noun): the place where people can buy and sell shares of companies

[\(Back to Classroom Activities\)](#)



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# CHAPTER 9

## QUALITY STANDARDS

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The focus of this chapter is quality standards and the challenging issues that are raised by standards and ethics internationally. This topic will draw on and build knowledge about ethics that students bring to our classes. The particular focus that we have chosen, international quality standards, serves the needs of teachers and students worldwide.

We will begin by exploring the topic in the background information, In the Classroom Applications section; teachers may choose one or all of the activities. Finally, a list of Internet Resources allows teachers to obtain more information on international quality standards from the web.



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### BACKGROUND INFORMATION

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Quality standards help businesses to function in an ethical way. These standards tell businesses what minimal requirements are needed in order to ensure the public that the product or service offered is of high quality.

How do we go about setting standards for the thousands of diverse businesses in the world today? How do we address cultural issues in setting quality standards internationally? What can a business do in order to have confidence that its products or services are meeting the standards of quality that will assure a competitive edge in business worldwide? How can we learn more about standards setting in a changing business climate? And how does the Internet influence our ability to set and abide by standards in the international business world? These questions will be addressed in this section.

We will discuss international quality standards from three perspectives: international, national, and regional. All three perspectives influence international quality standards and determine how different countries operate within the international community

#### **Building International Standards**

According to research, there are **universal** stages in the development of morality among humans. This means that all people in all cultures around the world follow, more or less, a similar pattern of development in their moral values.

If we accept this conclusion, then there may be a way to set guidelines for standards of quality in international business. This would suggest that in spite of incredible diversity of products and

services among businesses and the numerous cultural, religious, and national identities around the world, it might be possible to have a common standard of quality

Is it possible to set quality standards that would be recognized and used all over the world? The International Organization of Standards is a body of business professionals whose task is to identify and implement international quality standards for business. If successful, ISO will be the first organization in history to establish such standards. Though members of this organization do not, at this time, represent every single participant in international business, the goal of the organization is to include as many countries and businesses as possible.

(Note: A web site with the listing of all members of ISO and their contact information appears in the [Internet Resources](#) section of this chapter.)

According to experts in business ethics, the issues for setting international standards, and indeed all issues in international business, are about values. These issues fall into three broad categories: **comparable values**, **values in tension**, and **incompatible values** (see Trevino and Nelson<sup>1</sup> for a detailed discussion on this topic).

The task of setting quality standards is easily achieved for the first of these three categories, comparable values. If two business professionals follow the same values, their approach to quality will not differ greatly. For the second category, it is possible to resolve the values in tension because the two parties are not in direct conflict on all issues, only some. However, the third category, incompatible values, is the important issue for business and ethical business professionals in the 21<sup>st</sup> century. How can we set quality standards if those standards somehow **defy** our own, or someone else's, basic values? In order to answer this question, we need, first, to examine the meaning of quality.

## Quality

What is quality in a service or product? Business professionals worldwide have set up standards for defining quality. Those standards are almost always stated either in **qualitative terms**, **quantitative terms**, or both. If stated in qualitative terms, we would say that the product or service must have certain characteristics in order to be called a "high-quality product or service". If stated in quantitative terms, we would say that the product or service must have certain characteristics that can be shown using numbers. For example, a Fiat car must meet certain standards in order to be sold. First, certain qualitative criteria are met in terms of the comfort, appearance and mechanical parts of the car. From a quantitative point of view, the Fiat manufacturer has numerical criteria for measuring quality: the size of parts, the number of revolutions per minute of the engine at a given speed of travel, and so on. Both criteria – qualitative and quantitative – set the Fiat standard.

Next we will look at how standards are assured for business in the United States. We will see how values influence defining and measuring quality for business in the United States. Of course, in other countries, these values will vary.

## National Standards: An Example

In the United States, four values have been identified by business ethicists as the source of national standards of quality in business. Those values include:

- a legal and regulatory system
- a strong concern for the perspective of the public and their expectations
- general business values held by business professionals – an expectation that business managers are ethical people
- An emphasis on the individual versus the corporation

In the United States, there is a complex of governmental and professional groups, laws, and procedures for addressing issues of quality standards (see [Internet Resources](#) for web sites of several of these groups). These form a regulatory system that enforces standards in business.

In addition, the media has a strong presence in the U.S. in terms of addressing quality standards in business. Therefore, if there is a suspected breach of quality standards leading to injury to an individual or damage to property, the event or series of events leading up to the suspected breach is very likely to be widely known and discussed. For example, if children are injured or die because a toy is unsafe, the media will inform the public of this suspected violation of quality standards.

The **Protestant work ethic** and the expectation by the public of high moral behavior on the part of business managers are very important in that U.S. consumers expect business to perform well at all times and under all circumstances. It is difficult for a business to be excused for wrong doing in the United States when it comes to standards of quality.

Finally, the role of the individual and his/her responsibility for actions is very important in quality management in the U.S. Individuals in large corporations can and are held accountable for violations of quality standards.

If a product or company in the U.S. has in some way failed to meet quality standards, that product or company may be publicly boycotted. In part, a public response occurs because of the perception – right or wrong – that products and services must meet quality standards. Most issues involving product safety, product tampering, or failure to satisfy the customer are detected by consumers or heeded by business.

In summary, values that bind a nation together come to bear on quality standards all over the world. The United States is one example of a country whose values can be readily observed with regard to quality standards in business. Of those values, the role of four is briefly presented here as an example. Teachers and students will want to analyze values with which they are closely associated in their own countries. Such an analysis will provide rich insights into the role and definition of quality and standards in that national context.

## Profession-specific Standards

International professional associations are a good way to set international standards of quality because these associations represent the interests of the professional group rather than the interests of a national group. In an increasingly shrinking world, there are evolving sub-cultures of business professionals, people who call themselves "international marketers," and "international accountants." The values of these professional groups appropriately shape the standards of the business world of the 21<sup>st</sup> century.

In addition to international efforts to build a quality standard and national efforts to define and assure quality in business, professional groups also function to set standards for business and industry. Professional associations provide businesses with information and guidance in setting standards. Through accreditation bodies, peer review boards, and editorial review procedures, business professionals in hundreds of subspecialty areas have regional, national, and international organizations and associations that guide them in setting standards. Professional standards are set for all professions and in all work places. Medicine, law, education and the service industry have standards of quality that guide their work. These standards serve to support businesses that provide products and services and represent the interests of the professional group in question.

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## CLASSROOM APPLICATIONS

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### PRELIMINARY LESSON PLANNING

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*Materials:*

Make copies of the [Background](#), [Appendix A](#), [Appendix B](#) and [Appendix C](#).



### WARM UP ACTIVITY

---

**(approximately 30 minutes)**

*Materials*

Bring in several of the following objects or other items in which your students are likely to have interest.

- a piece of clothing or accessory (purse, small piece of luggage, gloves, sweater)
- a pen
- a small home appliance or laptop computer
- a cellular phone

- a child's toy
- an infant car seat
- a piece of sports equipment: a basketball, a pair of shoes for football

### *Procedures*

1. Pass the objects to students. Ask them to examine them carefully.
2. Discuss with students that the companies that manufacture these objects are making a profit on their sale. Tell students that the topic of this lesson is quality standards in business.
3. Ask students to choose an item and tell you (or each other in groups) the name of the manufacturer of the item. Ask them to think about other items of the same type that are manufactured by other companies. Tell them to make a list of two or three competitors of the company that manufacture the item you brought.
4. Ask students to decide which company makes the best piece of luggage, pen, cellular phone, etc. Is it the company that manufactured the product in their hands? Is it another company?
5. Once they have decided which company makes the best product in 2 or 3 categories, ask students to determine what quality standards they used to evaluate the company. If, for example, your students say that Sony produces the best cellular phone, ask them why they think Sony produces the best cellular phone. What quality standards do you use to evaluate cellular phones? How does Sony meet your standards?
6. Close the warm up by telling students that now, they will read a short summary about quality standards. Then, they will do some exercises including surfing the web and find out more.

Teachers may want to guide students through the reading, then discuss the reading to make sure students follow the ideas.



## ACTIVITY #1 -- STANDARDS ON THE WEB

---

**(45-60 minutes, or more)**

### *Objectives*

- Be able to evaluate web sites on standards
- Be aware of web resources for use by a business

### *Procedures*

1. Surf the web and find the home pages of at least three companies.  
**Note:** This step may be done individually or in pairs.
2. Identify and list the companies' quality standards.

3. List as much information as you can about who sets the standards for quality in this company. Do international bodies set their standards? National organizations or governmental groups? Professional associations or organizations?
4. Complete [Appendix B](#).
5. Report back.



---

## ACTIVITY #2 – CREATING QUALITY STANDARDS FOR A NEW PRODUCT OR SERVICE

---

**(60 minutes or more)**

### *Objectives*

- Use the knowledge and skills learned about standards
- Apply criteria for setting quality standards
- Create a marketable product with quality standards

### *Procedures*

1. Place students into small groups of approximately four students each.
2. Ask them to complete the following tasks:
  - A. Decide on a product or service your group wants to sell.
  - B. Analyze the market by surfing the web for examples of similar products or services.
  - C. Determine quality standards by the manufacturers of those products or services.
  - D. Determine how you will set the standards for the quality of that product or service. Use [Appendix C](#) for recording your work.
  - E. Present your product and your standards for quality to the class.



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## COOL DOWN ACTIVITY

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**(30-40 minutes)**

Ask students to share their results from Activity #2 and to provide feedback to each other on their products and/or services.



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## POSSIBLE EXTENSIONS TO THE LESSON

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- Have students check out the ISO 14000 standards on the web site listed below. Have them identify products to check out against the standards.

- Take a look at a corporate web site for a company that is known for very high quality products or services such as Mercedes Benz, Rolex or Dior. Identify ways in which quality is used as a marketing tool.
- Have students send an e-mail request for standards of quality to several companies.
- For Activity #1, ask students to list ways in which a company, identified through their web surfing, might add to their quality standards to provide for a better product.
- For Activity #2, ask students to present their results to a business leader. Try to find a way to introduce a good, new product or service on the market. Use quality standards identified in Activity #2 to market the product or service.
- Identify standards of quality criteria using these three minimal categories that have been introduced in previous lessons: product or service does no harm/causes no injury to those who use it; product or service does no harm to the environment; and product or service does not disrespect any group or individual. Find companies that take this minimal view of quality standards.



## INTERNET RESOURCES

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<http://www.spcp.org>

*The Society of Permanent Cosmetic Professionals*

This site is dedicated to providing information and setting quality and professional standards for the permanent cosmetic and tattoo industry.

[http://www.rtdna.org/pages/media\\_items/code-of-ethics-and-professional-conduct48.php?id=48](http://www.rtdna.org/pages/media_items/code-of-ethics-and-professional-conduct48.php?id=48)

*RTNDA Codes of Ethics and Standards Across Half a Century*

This site provides a code of standards for the RTNDA -- Radio-Television News Directors' Association.

<http://healthcareorganizationalethics.blogspot.com/2011/01/crunch-time-in-massachusetts-for-cost.html>

Health care reform is a big issue in the United States and worldwide in many countries nowadays. Check out this blog where issues are addressed in one state, Massachusetts, where concerns about cost are aired.

Consider setting up a blog on raising health care ethical issues in your city or country!

[http://www.iso.org/iso/iso\\_14000\\_essentials](http://www.iso.org/iso/iso_14000_essentials)

*ISO 14000 - The Environmental Standard*

The International Organization of Standardization was created to give industry and business information about environmental issues. A major force in the business world in the 21<sup>st</sup> century, environmental standards are set by this organization and implemented by its members. This site includes information on what to do to become certified by ISO 14000, how to make, implement a plan, and a summary.

<http://www.iso.org/iso/home.htm>

*ISO members worldwide*

This site features a list, by country, of all members of the ISO.

<http://www.usoge.gov>

*The United States Office of Government Ethics*

This site provides information about U.S. government standards. Several links (from this page) offer

information on what are new, ethics programs, ethics community services, an ethics resource library, agency best practices, international developments and others.

<http://www.tesol.org>

TESOL Online

This organization has information about how teachers of English to speakers of other languages are accredited in order to maintain a quality standard in that professional discipline.

[\(Back to Background\)](#)

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## APPENDIX A

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### Useful Terms and Expressions

**Comparable values** - Beliefs or priorities that are similar across (at least two) different cultures.  
**Competitive edge** Ability of a company to keep ahead of those producing similar products or services

**Defy** - (verb) Disobey, oppose  
*Defiance (noun) Defiant (adj.)*

**Incompatible values** - Beliefs that are totally different across (at least two) cultures

**Legal and regulatory system** - A way of assuring quality or other standards of performance or production

**Protestant work ethic** - A belief that if one works hard, he or she will succeed. No success goes to one who has not earned it through hard work. The Protestant ethic is a value associated with United States business

**Qualitative criteria** - System of evaluation requiring the use of non-countable, non-measurable values

**Quantitative criteria** - System of evaluation requiring use of countable, measurable values

**Universal** - (adj.) General, entire, ubiquitous

**Values in tension** - Beliefs that are somewhat at odds, or beliefs that differ somewhat across (at least two) cultures. For example, nepotism: the custom of hiring one's family members rather than outsiders

[\(Back to Classroom Activities\)](#)



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## APPENDIX B

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### Research on Standards

**Names of Student(s):**

---

**Name of Company**

---

**Stated Standard: How set?**

1.

2.

3.

[\(Back to Preliminary Lesson Planning\)](#) [\(Back to Activity #1\)](#)



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## APPENDIX C

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### Quality Standards for a New Product or Service

Names of Students: \_\_\_\_\_

Name of the Product or Service \_\_\_\_\_

#### Quality Standards of the Competition (minimum: 3 competitors)

Name of Competitor #1 \_\_\_\_\_

Quality Standards of the competitor: How is standard met?

1.

2.

3.

Name of Competitor #2 \_\_\_\_\_

Quality standards of competitor: How is standard met?

1.

2.

3.

Name of Competitor #3 \_\_\_\_\_

Quality standards of competitor: How is standard met?

1.

2.

3.

Quality standards of our product or service: How met?

1.

2.

3.

[\(Back to Preliminary Lesson Planning\)](#) [\(Back to Activity 2\)](#)



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# CHAPTER TEN

## MARKETING WITH A CONSCIENCE: SALES AND ETHICS

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In this chapter, we will address the topic of marketing with a conscience. Marketing products around the world, whether in person, on paper, or on the Internet, is an increasingly difficult task, and more than ever, subject to public opinion and **scrutiny**. Marketing professionals must make tough choices in this increasingly competitive business world.

The [Classroom Applications](#) in this chapter allow teachers and students to try out some of the concepts presented and to use these tasks in Web-based work. The list of [Useful Terms and Expressions](#) offers a beginning for those who may need review on some of the central concepts. The [Lesson Extensions](#) section offers ways in which teachers and students with particular interests in the ethics of marketing can explore specific issues in more depth. Finally, the [Internet Resources](#) list presents two types of information: information on ethics in marketing on the Web and a list of companies that use their Web sites in order to provide visitors with marketing information on their products or services.

The following information on Marketing Ethics will provide readers with a good foundation in the issues that face business professionals in the 21<sup>st</sup> century. Please note that the focus of this Background, and of the chapter, in general, is on the ethics of **online marketing**.



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### BACKGROUND INFORMATION

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As you work through the readings and activities, you may want to explore Web sites in more depth from that required for the activity. Using the Web means making choices about what links to follow, and how to use the information you find.

#### What is Ethics in Marketing?

According to experts, marketing is viewed as human conduct and is subject to academic analysis and public scrutiny. Ethics is the study of the **moral** principles that guide that conduct. Historically, there have been two points of view on the study of ethics in marketing: The first is "Let the buyer beware." From this point of view, the rights of the seller are central. A company has little regard for consumers' needs and wants. The other point of view is "Let the seller beware." Here, customer satisfaction is taken to an extreme. No matter what the customer does, it is ok. Which position is correct? How do we resolve the **inevitable** conflicts brought by these competing viewpoints?

Nowadays, most ethicists believe that *Relationship Marketing* is a reasonable practice leading to positive relationships between buyers and sellers. Relationship marketing requires that rules are not necessarily contractual.

Relationship marketing allows buyers and sellers to work together. However, there are disadvantages to this approach – relationship marketing requires time to develop, and it may be difficult to develop a list of expected conduct or "rules of behavior." According to the American Marketing Association Code of Ethics, a shift in emphasis in marketing ethics -- toward buyers' interests and away from sellers' interests -- characterizes the new century. If this is true, new challenges are presented for marketing ethics and professionals in the field of marketing who want to conduct business in an ethical way.

<http://www.jimnovo.com/Relationship-Marketing-more.htm>

Visit this web site to learn more about "relationship marketing." Is it ethical to give your friend a better deal in business than you give a stranger? How do we address ethics when we enter into business deals with friends or family members? Learn more here!

### What are the Challenges?

Marketers must be aware of ethical standards and acceptable behavior. This awareness means that marketers must recognize the viewpoints of three key players: the company, the industry, and society. Since these three groups almost always have different needs and wants, ethical conflicts are likely to arise.

Ethical conflicts in marketing arise in two contexts: First, when there is a difference among the needs of the three aforementioned groups (the company, the industry, and society) a conflict may arise. Second, an ethical conflict may arise when one's personal values conflict with the organization. In either case, a **conflict of interest** is a possible outcome.

An example of the first type of conflict is the tobacco industry. Cigarettes have for many decades been a lucrative business. Cigarette and tobacco marketing have been good for companies and good for the tobacco industry. Many thousands of people around the world are employed in the tobacco industry. So, the world economy has been somewhat dependent on cigarettes and tobacco. However, cigarettes are harmful to society. There is documented proof that cigarette smoking is harmful to health. This is an ethical conflict for cigarette marketers.

An example of the second type of conflict, when one's personal values conflict with the organization's, occurs when a leader in the company seeks personal gain (usually financial profit) from **false advertising**. "Cures" for fatal diseases are one type of product that falls into this category of ethical conflict: In their greed to make a profit, a marketer convinces those who may be dying from an incurable disease to buy a product that may not be a cure, but which a desperately ill person (or members of his or her family) may choose to purchase in an effort to save the dying family member suffering. Promoting and marketing such products violates rules of marketing ethics.

Ethical dilemmas facing marketing professionals today fall into one of three categories: tobacco and alcohol promotion, **consumer privacy**, and **green marketing**.

Standards for ethical marketing guide business in efforts to do the right thing. Such standards have four functions: to help identify acceptable practices, foster internal control, avoid confusion, and facilitate a basis for discussion.

### What are the Rules for Ethical Marketing?

Professional associations and accrediting bodies have identified guidelines for ethics in marketing. According to one of those associations, the American Marketing Association, the following rules guide marketing behavior.

1. *Responsibility of the marketer*  
Marketers must accept responsibility for the consequences of their activities and make every effort to ensure that their decisions, recommendations, and actions function to identify, serve, and satisfy all relevant publics: customers, organizations and society.
2. *Honesty and fairness*  
Marketers shall uphold and advance the integrity, honor and dignity of the marketing profession.
3. *Rights and duties in the marketing exchange process*  
Participants should be able to expect that products and services are safe and fit for intended uses; that communications about offered products and services are not **deceptive**; that all parties intend to discharge their obligations, financial and otherwise, in **good faith**; and that appropriate internal methods exist for equitable adjustment and/or redress of grievances concerning purchases.
4. *Organizational relationships*  
Marketers should be aware of how their behavior influences the behavior of others in organizational relationships. They should not demand, encourage, or apply coercion to encourage unethical behavior in their relationships with others.

### What next?

In order to effectively market, advertising is necessary. In the interest of providing an outline on advertising, the information below will be of interest and use to those interested in ethical marketing. According to Boone and Kurtz, 1999, advertising is guided by these five major promotional objectives (in both personal and non-personal selling): accentuate product value, provide information, stabilize sales, stimulate demand and differentiate product. It is easy to see how difficult it might be to balance all of these promotional objectives, to address the AMA criteria for ethical marketing (outlined above), and to make a profit. Marketers worldwide have their work "cut out for them" in the 21<sup>st</sup> century. For those who are interested, the information above will be helpful in order to address ethical marketing in professional and business settings.



## CLASSROOM APPLICATIONS

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### PRELIMINARY LESSON PLANNING

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*Materials:*

- Copies of the [Background](#) information;
- Copies of [Appendix A](#);
- Copies of [Appendix B](#) (one for each pair of students).

### WARM UP ACTIVITY

---

**(25-35 minutes)**

*Objectives:*

- Introduce the topic and vocabulary
- Identify students who have background or knowledge about marketing and marketing ethics, as well as those who are newcomers
- Review content of the Background information
- Practice paraphrasing

*Procedures:*

1. Have students discuss the reading. Teacher may wish to provide them a template outline. Use the headings and go over each part, one at a time.
2. Ask a student to summarize. Have others paraphrase main points!
3. Some students may wish to offer examples to illustrate the various points.



### ACTIVITY #1

---

**(25-45 minutes)**

*Objectives:*

- Identify and use three approaches for marketing:  
*Let the Buyer Beware, Let the Seller Beware, Relationship Marketing*
- Introduce use of the Internet in seeking information about marketing;
- Evaluate web sites for approaches to marketing

### Procedures:

1. Have students review the [Background](#) with particular reference to the section entitled, "What Is Ethics in Marketing?" Make sure that all students understand the content of this section.
2. Now, ask students to choose a partner to work on locating Internet sites. Tell them to go to the list of ten Web sites identified in this chapter at the end of the [Internet Resources](#) section, entitled "Examples of Companies Who Use the Web to Market Their Products". Tell them to visit each site and determine how each company approaches marketing: If it's "Let the Buyer Beware," put the name of the company in that column of [Appendix B](#); if it's "Let the Seller Beware," write the name of the company below the heading so labeled; if it is "Relationship Marketing," put it in that third column. *Note to the teacher:* You may wish to remind students that there may be evidence of more than one of these approaches on the site of one company. They should look carefully before moving on to the next company. Encourage students to find a minimum of three companies' sites for each category. Make certain that in the "Documentation" section of the handout that students write down what they found on the web that led them to believe that the site fits into that category (buyer, seller or relationship). Some students may wish to go beyond the list of ten companies' sites listed here and choose to visit another site or two -- or more! Encourage students to visit as many sites as they wish!
3. Ask them to complete [Appendix B](#), What Is Ethics in Marketing -- Buyer? Seller? Relationship?
4. Have students report back on their results.



## ACTIVITY #2

---

**(One 60-90 minute class or more in-depth treatment in several classes over a week or two)**

### Objectives

- Use concepts and vocabulary presented in the Background section;
- Engage in a real-world web search for use in an interesting project

### Procedures

1. Put students in groups of 3-4, based on language proficiency.
2. Give students instructions on the activity.
3. First, the group must agree on a product that they want to market.
4. Second, using the criteria in the [Background](#), determine a strategy for marketing that product.
5. Check at least 3 of the Web sites listed in the [Internet Resources](#) section of this chapter to identify models of marketing used by several companies.
6. Prepare a visual of a marketing plan for the product.
7. Present the marketing plan to the class in a group presentation.
8. Class provides feedback on the plan.



## COOL DOWN ACTIVITY

---

**(about 25-60 minutes)**

Have students summarize what they have learned from their visits to the Web sites of companies. They should now communicate a sense of basic understanding about the rules that guide marketing and they should have better judgment about application of those rules.



## LESSON EXTENSIONS

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- Pick any product (automobiles, sports equipment or clothing). Find several web sites selling the product. Evaluate the site in terms of the criteria for ethical marketing in the [Background](#) section of this chapter.
- Look at another company's web site and request information about the company's marketing and promotional plan.
- Have one student compare his/her assessment of a given company's marketing ethics with another student's assessment of the same site. Discuss.



## INTERNET RESOURCES

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*Note:* The Internet contains a great deal of useful information. However, it is important to keep in mind that there is also some misinformation on the internet. Almost anyone can put up a web page and include any information he or she chooses. Therefore, readers of web sites should use good judgment and evaluation skills. In evaluating web sites, ask yourself: Who is represented on the web page? What are their purposes for offering the information on their web sites?

### Exploitable Content

<http://www.ama.org>

*American Marketing Association*

This web site links to pages with topics of interest: a Career Center, Publications, Chapters of the AMA around the U. S., a calendar of events, and a list of resources.

<http://sloanreview.mit.edu/the-magazine/1995-summer/3647/marketing-strategies-for-the-ethics-era/>

*Marketing Strategies for the Ethics Era*

At this web site of a faculty member in The Georgetown University School of Business find academic articles by the faculty member (N. Craig Smith) on the topic of ethical marketing.

<http://www-rohan.sdsu.edu/~renglish/370/notes/chapt04/index.htm>

*The Nature of Marketing Ethics*

Find out why ethics in marketing is often misunderstood.

<http://www.bized.co.uk/fme/4.htm>

*Marketing Learning Centre, University of Ulster (in cooperation with Houghton-Mifflin publishers).* Links to these will be of interest to all marketers: Introduction, Internet Exercises, MCQ's (multiple-choice questions), U. S. Marketing Center, Canadian Marketing Center, Lecturers Section and Glossary (see above). Useful exercises and information here for lecturers and teachers of marketing.

[http://www.prenhall.com/books/be\\_0205136273.html](http://www.prenhall.com/books/be_0205136273.html)

*Ethical Marketing Decisions: The Higher Road*

Offers detailed information on the book and on the issues in ethical marketing.

[\(Back to Background\)](#) [\(Back to Activity #1\)](#) [\(Back to Activity #2\)](#)



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## APPENDIX A

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### Useful Terms and Expressions

**Conflict of interest** - a situation where a business decision may be influenced by the possibility of individual or personal benefit

**Consumer privacy** - protection of the anonymity of those who purchase goods and/or services. Some credit card companies, professional associations and other groups sell lists of names and addresses and phone numbers of their members to those seeking to contact markets. This is, as the [Background](#) describes, a new issue for ethics in marketing.

**Deceptive** - (adj.) false, tending to mislead  
*deception (noun); deceive (verb)*

**False advertising** - paid, non-personal writing or speaking which intentionally misinforms or wrongly persuades a reader or listener to buy a product or service

**Good faith** - well-meaning, with honesty  
*(used as adj: "a good faith decision" or as noun: "a decision made in good faith")*

**Green marketing** - marketing focused on the claim that the service or product benefits the environment

**Inevitable** - (adj) certain, unavoidable  
*inevitably (adv); inevitability (noun)*

**Moral** - (adj) truthful, good, ethical  
*morality (noun); moralize (verb)*

**Online marketing** - selling goods and services on the Internet; many web sites are designed with the primary purpose of marketing a company's goods and services

**Scrutiny** - (noun) inspection, examination  
*scrutinize (verb)*

[\(Back to Background\)](#) [\(Back to Preliminary Lesson Planning\)](#) [\(Back to Activity #1\)](#)



## APPENDIX B

<b>What Is Ethics in Marketing -- Buyer? Seller? Relationship?</b>			
Student Names: _____ _____			
	<b>Let the Buyer Beware</b>	<b>Let the Seller Beware</b>	<b>Relationship Marketing</b>
<b>Company #1:Name</b>  <i>Documentation</i>			
<b>Company #2:Name</b>  <i>Documentation</i>			
<b>Company #3:Name</b>  <i>Documentation</i>			

[\(Back to Preliminary Lesson Planning\)](#)

[\(Back to Activity 1\)](#)



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# GLOSSARY

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**Access:** the ability to get/receive something

**Alienation:** a feeling of being separate, a feeling of not belonging

**Arbitrary:** by chance; without planning; without reason

**Assembly:** a group of people who meet together (freedom of assembly: freedom to meet together in public)

**Assistance:** help

**At issue:** (to be) of concern

**At stake:** (to be) at risk, in danger of being lost or changed

**Attitude of superiority:** belief that one is better than others are

**Authority:** power

**Banned:** (to be) prohibited, stopped

**Biased:** (to be) prejudiced; in favor of or against something without enough information

**Citizen:** a legal member of a country, state, or city

**Commerce:** trading, buying, and selling

**Commit suicide:** to kill oneself

**Common good:** well-being of society as a whole, not of individuals

**Conscientious:** careful about doing things in a responsible way

**Consequence:** a result

**Consume:** to use

**Consumption:** use

**Coverage:** reporting by TV, newspapers, or other media

**Crimes:** serious illegal acts

**Crosswalk:** an area marked for crossing the street

**Cultural pluralism:** the peaceful coexistence of more than one culture in a society; situation in which all cultures within a society are valued, respected, and appreciated for their different contributions

**Cultural unity:** a situation in which society is committed to similar values, principles, and beliefs

**Depletion:** loss, reduction in quantity

**Detest:** to dislike, to hate

**Dilemma:** a problem involving a difficult choice between two (or more) possibilities

**Discrimination:** special treatment (good or bad) based on race, religion, physical appearance, age, social class

**Disposal:** the act of throwing something away

**Disputes:** arguments; disagreements

**Double:** to become two times larger, to increase by two times

**Earn a living:** to make money

**Eligible:** qualified, having the right to do something

**Enforce** to make people obey rules and laws

**Equal rights:** the same rights for all people

**Ethnocentrism:** belief that one's own group (culture, race, country) is better than others are

**Fair:** just to all

**Fertilizer:** a chemical or natural product that is used to increase growth of plants and crops

**Fined:** (to be) required to pay money for doing certain illegal actions

**Free enterprise:** a business with little government control

**Freedom of speech:** the freedom to say what you want, to express your opinion

**Freedom of the press:** freedom to write or report what one wants, to express one's opinion, to explore new ideas, to share different points of view; to criticize or support people and ideas

**Gain:** (noun) an increase that is positive, an advance, an improvement; (verb) to get something useful or necessary, to benefit

**Generalization:** a statement that does not include details or important differences

**Global:** relating to the world, worldwide, international

**Harassment:** the act of annoying someone continually; the state of being annoyed by someone continually

**Harm:** physical or emotional pain

**Harmful:** causing physical or emotional pain

**Helmet:** a hard, protective cover for the head

**Hostility:** anger, hatred, strong opposition

**In favor of:** (to be) in support of, on the side of, supportive

**Informed:** knowing a lot

**Inhumane:** not kind; very cruel; without feelings

**Injury:** harm, damage

**Inoculation:** an injection of the virus of a disease to immunize the body

**Inherent dignity:** natural worth; natural value that human beings are born with

**Intolerance:** lack of kindness or understanding toward people who are different

**Jaywalk:** to cross the street where there is no crosswalk

**Journalism:** the work or profession of collecting and reporting news

**Journalists:** people who collect and report news

**Jury:** a group of people who decide if a person is innocent or guilty of a crime

**Labor:** work

**Landmark:** building or place of special interest

**Law:** a rule that must be followed by people and is made by a government

**Legislation:** laws, the act of making laws

**License:** an official permit to own, use, or do something

**Life expectancy:** estimated length of life

**Limit:** to restrict, to reduce

**Literacy:** ability to read and write

**Litter:** to throw trash in public places, not in a trash can

**Live up to:** to satisfy; to perform responsibilities or obligations as expected

**Loss:** something that is taken away, destroyed, or lost

**Lumber mill:** a factory where wood is cut and processed

**Majority rule:** a principle of democracy which states that 51% (or more) of citizens should select officials and determine policy

**Mass media:** communication systems that reach large numbers of people, such as TV, radio, and newspapers

**Misuse:** to use something in the wrong way or for the wrong purpose

**Mortality rate:** number of deaths from illness or disease

**Natural disasters:** natural events which cause loss and destruction (e.g., earthquakes, fires, floods, hurricanes, storms, tornadoes, volcanic eruptions)

**Natural resources:** materials from the earth that are useful to humans, like water, oil, minerals, and trees

**Navy:** a branch of the military that includes sailors and ships

**Necessary:** required, essential

**Office:** an official position in an organization or government (e.g., The President holds the highest office in government; the mayor holds the highest office in a city government.)

**Official:** person who works for the government

**Opposed to:** (to be) against something

**Prejudice:** a negative, unfair opinion about a person or group of people, usually based on limited information or limited experience

**Preservation:** the act of protecting something; protection

**Press:** newspapers, magazines, and their reporters (freedom of press: freedom to write--print or publish--what you want)

**Privacy:** being alone

**Prohibited:** (to be) told by others that one cannot do something, prevented by others from doing something

**Property:** objects owned by someone (e.g., land, buildings, car)

**Public officials:** people who work for the government

**Purpose:** a reason for, intention

**Racism:** belief that an ethnic group is superior or inferior to other groups

**Recreation:** fun things to do (such as sports and hobbies)

**Regulation:** rule or law

**Reliable:** dependable, responsible, regularly does what it should do

**Responsibility:** something that someone must do

**Restrict** to limit

**Reveal** to show

**Rights:** the powers and privileges that a person has or should be given

**Rule:** a statement, which controls what one does and how one behaves

**Search:** a careful look at some place

**Seat belt:** a safety strap in a car or on an airplane that secures passengers

**Sewage:** waste and liquid that goes from toilets to pipes underground

**Six fold:** being six times larger

**Social security:** government money for people who cannot or do not work

**Societal:** of or related to society

**Spit:** to eject saliva or other substances from one's mouth

**Stereotype:** a very simple, often mistaken, generalization about a group of people

**Threat:** a statement of an intention to hurt, punish, or cause pain

**Toxic waste:** poisonous, deadly, dangerous materials

**Trade:** commerce or business

**Traits:** characteristics, features

**Treason:** the act of being disloyal to one's country

**Triple:** to become three times larger, to increase by three times

**Truthful:** true, accurate, honest

**Union:** an organization of workers that protects workers' rights and interests

**Urban:** city

**Useful:** benefits one's purpose

**Utilities:** basic services such as running water, electricity, or gas

**Violated:** ignored; not respected; broken

**Wages:** money paid for work

**Xenophobia:** fear or dislike of foreigners and strangers

**Zoning:** the act of marking an area of land for a special purpose (e.g., business, housing)

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# REFERENCES

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\*\* Please note: all other references are located within the text. Internet Resources are at the end of each chapter in this work.

## PUBLICATION INFORMATION

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### First Edition, 1999

Editors: Damon Anderson, Melvia Hasman

Internet Editor and Web Designer: Susan Zapotoczny

Graphic designer: Pat Gipple

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As a groundbreaking effort in electronic materials for teaching English to speakers of other languages around the world, the revised collection of materials, *Business Ethics*, contributes to excellence in English language teaching worldwide. I wrote the first edition of the electronic journal ("e-journal") on *Business Ethics* in 1999. The content of this material has been updated and is what you see on your screen now as we launch the second edition in 2011.

Extraordinary changes have occurred in the world of electronic materials between the launch of the original publication, and now, twelve years later. Online distance ESL/EFL has boomed in those twelve years. Now, thousands of ESL/EFL materials are available on line in electronic format. In addition, teacher training materials, reflecting a wide range of topics and approaches, are also available now.

Indeed, the Materials Section, English Language Programs Office, United States Department of State, the publisher of these materials, was in 1999 and remains today an international pioneer in ESL/EFL materials development - for students and for teachers, too. In 1999, Damon Anderson and I met regularly in Washington, D. C., to structure this publication. Damon envisioned an extraordinary

collection of topics to create a dynamic, highly interesting and relevant content-based materials project that would reach out to thousands of ESL/EFL students and teachers around the world.

In fact, in those days, there were very few "e-journals;" indeed, very little e-anything! Under Anderson's leadership in 1999 and Rick Rosenberg's leadership in 2011, the Materials Section of the English Language Programs Office continues to be a pioneer in the effort to provide English language teachers around the world with essential content for highly effective English language teaching.

The following individuals contributed expertise, professionalism and commitment to this volume. I sincerely thank them all: Ms. Cindy Hewett, ESL Program Director, Hillsborough County Community College, Tampa, Florida; and Ms. Rejane Carneiro deSouza, TESOL graduate student at Shenandoah University, supported the development of these materials in a variety of piloting, feedback and editing roles.

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Of course, any errors or mistakes are my responsibility.

Liz England, 2011